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ABSTRACT

The final report on the ACCESS videotape project assesses the project from production to distribution. The 16 videotapes and the accompanying study guide are evaluated for their usefulness as continuing education materials for librarians (with or without degrees) in small public libraries. Distribution methods considered are: cable television, public broadcasting, satellite, and the mailing of cassettes to be used on video playback equipment. Publicity and plans for wider dissemination of the program are also discussed. Evaluation results presented indicate that the tapes are a valuable continuing education tool, are most easily distributed by mail for use on playback equipment, and are most effectively used in a workshop setting. Recommendations are made for additional areas of instruction for library inservice training. Appendixes contain evaluation forms and ordering information. (LS)

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FINAL REPORT

Project No. 475AH50121
Grant No. G007500661

EVALUATION AND DISTRIBUTION STUDY OF VIDEOTAPES PREPARED FOR TRAINING OF LIBRARY PERSONNEL (THE ACCESS VIDEOTAPE PROJECT)

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July 1976

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TABLE OF CONTENTS

	Page
ABSTRACT	1
ACKNOWLEDGEMENTS	2
I. INTRODUCTION	3
II. METHODS AND PROCEDURES	4
A. PRODUCT EVALUATION	4
1. SUMMARY OF FIRST YEAR EVALUATION	4
a. OBJECTIVES	4
b. METHODOLOGY	4
c. RESULTS	5
d. SUMMARY	6
2. FOLLOW-ON EVALUATION	6
a. OBJECTIVES	6
b. METHODOLOGY	7
c. RESULTS	10
d. SUMMARY OF FOLLOW-ON YEAR EVALUATION	36
B. TAPE DISTRIBUTION	37
1. ALTERNATIVES	37
a. CABLE TELEVISION	37
b. PUBLIC BROADCASTING	38
c. SATELLITE	38
d. VIDEO PLAYBACK EQUIPMENT	40
2. RECOMMENDATIONS	41

Page

C. PUBLICITY..... 42

1. NATIONAL PUBLICITY..... 42

a. STATES..... 42

b. COLLEGES AND UNIVERSITIES..... 42

c. CONFERENCES AND INSTITUTES..... 43

2. INTERNATIONAL PUBLICITY..... 45

D. PRODUCT DISSEMINATION PLAN..... 46

1. COPYRIGHT..... 47

2. MARKET SURVEY AND PRICING..... 47

3. DUPLICATION..... 48

4. ANNOUNCEMENT OF AVAILABILITY..... 48

5. WICHE..... 49

6. ESTABLISHMENT OF REVOLVING FUND..... 49

7. CONCLUSIONS..... 50

III. RESULTS..... 51

IV. CONCLUSIONS..... 52

V. RECOMMENDATIONS..... 53

VI. APPENDIXES..... 54

A. Individual Viewer Response Evaluation Form..... 54

B. Workshop Leader Evaluation Form..... 56

C. Phone Survey Evaluation Form..... 58

D. Evaluation Form from ACCESS Study Guide..... 59

E. Availability Announcement for ACCESS..... 61

F. ACCESS Ordering Information..... 63

ABSTRACT

Production of the ACCESS videotape series was completed in September 1975. ACCESS is a series of sixteen 3/4" color cassette videotapes on various topics in librarianship. It was developed for a primary audience of community librarians working in small public libraries. A Study Guide which explains the series and gives background information for each of the sixteen tapes was also prepared during the production year.

This report covers a second ACCESS project that attempted to evaluate the full range of usefulness of the series and to explore various means of distributing the tapes. Evaluation was sought from individual viewers as well as from workshop leaders who used the tapes in a variety of continuing education settings. Every effort was made during the follow-on year to circulate tapes to as many different locations as possible.

Results of an exploration of the various means of distributing tapes indicate that sending tapes through the mail for use on video playback equipment is the most practical means of distribution.

Toward the end of the project year ACCESS staff attempted to make the tapes available to state library agencies which it is hoped can act as loan centers for individual libraries once the funded project has terminated.

ACKNOWLEDGMENTS

We would like to acknowledge the efforts by librarians from around the Rocky Mountain Region and nationally who provided evaluation feedback to the ACCESS project during the past year. Librarians who borrowed tapes during the follow-on year were asked to fill out evaluation forms and to comment on possible future ideas for library continuing education. The ideas and comments of these librarians form the basis of this report.

I. INTRODUCTION

The ACCESS project is an attempt to package, on videotape, ideas and information on 16 topics of current interest for use in a variety of continuing education settings in libraries and for community librarians. The ACCESS videotapes are not designed to be viewed in any particular sequence nor to be used as part of any existing library education curriculum. Each program stands alone as a treatment of one library issue or topic. A printed study guide containing program outlines and discussion topics for all 16 of the videotapes is another ACCESS product.

Program design, content and production as well as preliminary field evaluation were completed during the project year - July 1974 through September 1975. The final report of the project year is available through ERIC as ED 116-710.

Another ACCESS project was undertaken from July 1975 through June 1976. The major objectives addressed were exploration of possible means of distribution of the videotape package, continuing evaluation and range of usefulness studies and dissemination of project results to the library profession. The present report documents activities completed during the distribution and evaluation project. As part of this final report, one set of 3/4" color videotapes and one set of 2" quad videotape masters have been delivered to the U.S.O.E. project officer.

During the past year it has become apparent that ACCESS has a far broader range of appeal than we originally anticipated. Librarians outside the Rocky Mountain region have expressed interest as have librarians from Canada and Australia. Librarians from U.S. Information Service locations are interested in the concept and packaging of the ACCESS tapes as a possible model from which educational materials specific to their needs can be derived. In general, our professional colleagues have been generous in expressing interest, giving feedback and suggesting topics and directions for further work.

Among the many truths that ACCESS staff discovered or rediscovered during the past year, the most important is that, in the end, someone has to pay for the development of packaged training materials. The costs are not low for well developed materials, but these costs must be compared to other ways of reaching the same goals (workshops, field consultants, etc.) in order to determine the feasibility of packaged programs. Many questions remain. Are librarians willing to pay? And, are they willing to pay what it takes to get the job done? Can we agree to regional centers for production in order to avoid duplicating expertise and facilities? How will the responsibilities for library continuing education be shared among individual librarians, libraries, state libraries and professional associations?

Our hopes are that production and evaluation of educational products will receive high priority among librarians and that this Final Report will help to stimulate interest in these topics.

II. METHODS AND PROCEDURES

A. PRODUCT EVALUATION

1. SUMMARY OF FIRST YEAR EVALUATION

a. OBJECTIVES

During the production phase of the ACCESS series (July 1, 1974-September 30, 1975) project staff sought preliminary evaluation data on the first three tapes produced in order to better plan the remainder of the series. The following three objectives formed the basis of the first-year evaluation:

1. What was the overall response to the tapes?
2. What range of program usefulness was perceived by viewers?
3. Were there any barriers to using videotapes for library continuing education?

b. METHODOLOGY

Individual Viewer Response Forms

User acceptance was the basic measure used in the first year. This acceptance measure is important because viewers had no incentive for attending the field test sessions other than their personal enthusiasm and commitment. That is, all viewers were external to the organization producing the videotapes (the University of Denver). The audience was not fixed but was different at every test site. In non-formal, non-curricular (non-sequential) test situations, directed to adults such as those in ACCESS phase one, rigorous evaluation of learning was neither possible nor appropriate. Evidence of acceptance came directly from the feedback of individual viewers after they had viewed a tape.

An evaluation form was designed that asked information about the viewer and his library, reaction to the tape seen, and the range of program usefulness perceived. As a result of field experiences two revisions of this form were made.

Evaluation Settings

Project staff sought evaluation settings where the majority of those responding would be representative of the ACCESS primary target audience, the non-degreed library staff person working in a small community library in the Rocky Mountain Region. We were fortunate in being able to show one or more of the first three tapes at two paraprofessional workshops in the spring of 1975 where a great number of attendees did represent this target audience. The workshops were in Grand Junction and Englewood, Colorado and were sponsored by the Colorado Library Association. The programs were also field tested at the annual convention of the Wyoming Library Association and at a meeting of the Telecommunications Round Table of the Colorado Library Association, both in the spring of 1975.

A protocol that was the basis for introductory remarks prior to showing any of the videotapes was developed and served to ensure a bias-free environment for the evaluation. After one or more videotapes were shown and the evaluation forms collected, general discussion of the programs and the ACCESS project was encouraged and ACCESS staff members present were introduced.

Data Collected

In addition to the four workshop settings described, tapes were also shown at the D.U. Graduate School of Librarianship and to members of the Western Interstate Commission on Higher Education (WICHE) and several state libraries. A total of 450 librarians and library school students had seen one or more ACCESS tapes and 260 evaluation forms were collected by the end of the production phase. Preliminary results described below are based on an analysis of these 260 forms.

c. RESULTS

Overall Response

Overall response to the individual tapes was quite positive. TABLE 1 shows response to the question: "Compared to other programs of this type, dealing with libraries, would you say that the program you saw is. . .?"

Individual Viewer Response Form: "Compared to other programs of this type, dealing with libraries, would you say that the program you saw . . ." N = 209	
is better than most	56% *
is about the same as most that are good	38%
is about the same as most that are bad	0%
is worse than most	0%
(Respondent indicated specifically that he or she never saw any programs like this.)	5%

*Responses may not total 100% due to rounding.

TABLE 1

Project staff are satisfied that the general appeal and audio/video quality of specific programs are more than adequate when project staff showed tapes to audiences consisting largely of the primary viewer group for which the series was intended.

Range of Program Usefulness

Viewers were asked to rate the perceived usefulness of tapes in a variety of potential settings. Overall evaluation data indicated that the tapes, in the opinion of most viewers, would prove "very useful" in such settings as "in workshops, short courses, or generally, as a means of refreshing ideas."

Availability of Video Equipment

In order to assess whether videotape was a workable medium for the target audience, data was collected on the availability of video equipment in viewers' communities. A question was asked, "Does your library or does any agency in your community have videotape playback equipment?" Nearly half of the viewers responded "yes."

d. SUMMARY

As a result of first-year evaluation, project staff are confident by the end of the production phase that the ACCESS series was useful, at least to the primary viewer audience for which it was developed. A follow-on grant was awarded through June 1976 to further assess the series and to explore avenues of distribution for ACCESS.

2. FOLLOW-ON EVALUATION

a. OBJECTIVES

The overall goal of the follow-on evaluation was to assess the value of the series within actual continuing education settings where tapes could be used to meet a variety of objectives. Project staff are interested in knowing how the series would hold up under a broader spectrum of use and in situations where project personnel were not on hand to explain the background and objectives of ACCESS.

Obtaining answers to the following questions were the year's specific evaluation objectives:

1. Do the first-year results stand up for a broader cross-section of viewing situations?

2. Is reaction equally positive for viewers who are not part of the primary audience for which ACCESS was designed? These secondary audiences are those which vary from the primary target audience in one or more characteristics but who nevertheless have expressed interest in the series. They include:

a. School librarians
b. Librarians with a Master's degree in Librarianship
c. Librarians working in large libraries
d. Library volunteers
e. Librarians outside the Rocky Mountain Region
f. Students
g. Trustees and civic groups

3. Is reaction equally positive to the panel format shows as to the documentary style shows?

4. In what settings is ACCESS most useful?

5. Is the Study Guide that accompanies the series useful?

6. Do any difficulties concerning location or use of video equipment present a barrier to using ACCESS tapes?

7. What future library continuing education needs are there that might be addressed in part by video or other media?

b. METHODOLOGY

Overall Approach

Three different forms were used to collect data. First, the final revision of the individual viewer response form was used in situations where response to particular programs was sought from specific types of viewers (see Appendix A). Second, an open-ended questionnaire was designed to collect data from workshop leaders who used tapes for a variety of purposes (see Appendix B). Finally, a follow-up survey questionnaire was developed to record data collected by phone calls to states which had purchased one or more ACCESS tapes as of June 1976 (see Appendix C). Hereafter these three collection instruments will be called Individual Viewer Response Forms, Workshop Leader Forms and Phone Survey Forms respectively.

Individual Viewer Response Forms or Workshop Leader Forms were filled out for a total of 44 viewing situations. Except in two instances, there was no ACCESS staff member present, thus approximating the eventual field use of tapes. We were interested in reactions based solely on the project itself.

Follow-up phone calls to purchasers of the series were made to nine states.

Individual Viewer Response Forms

A total of 170 individual viewer response forms were analyzed for the follow-on year. Whereas the forms analyzed in the first year represented a fairly rigid set of viewing circumstances, the forms analyzed in the follow-on year represent a much broader spectrum of use (see TABLE 2).

Individual Viewer Response Forms Analyzed	
First Year	Follow-on Year
260 forms analyzed	170 forms analyzed
4 viewing situations	13 viewing situations
3 different tapes	10 different tapes
2 states	6 states
Project staff present at all 4 showings	Project staff present at only 2 of the 13 showings

TABLE 2

Data collected on these forms were used as a general measure of program acceptance in addressing many of the project objectives. The individual viewer forms were valuable, for example in tabulating reaction to the tapes by specific groups such as school librarians and M.L.S. librarians.

In some cases the same viewer may have responded to more than one tape on a separate form but since no names were asked for on the forms, it was impossible to determine in exactly how many cases this is true.

In some cases, responses were returned to project staff tabulated on a single form for each group viewing and it was impossible to correlate any information between viewer individual characteristics and viewer response. A total of 22 responses out of the 170 total were aggregated in this way. Thus in some cases "N" is quite a bit lower than would otherwise have been the case. (N = the number of answers upon which any given result is based.) Results are expressed as percentages which have been rounded off to the nearest percent and thus may not always equal 100%

Whereas in the user acceptance phase information was collected from individual viewers, in the workshop leader phase information was collected from group leaders or consulting personnel who used the tapes for a variety of continuing education purposes. Hereafter the term "leader" refers to anyone who requested tapes from project staff for whatever purpose and who filled out a Workshop Leader Form. Information collected from these leaders concerns their objectives for showing tapes as well as the perceived overall success or failure of ACCESS tapes in meeting these objectives. Since the objectives of the various leaders varied from situation to situation, it was thought that this method of evaluation most nearly approximates the use that will be made of the tapes after the ACCESS project has formally ended.

An informal, open-ended evaluation form was designed for this phase (see Appendix B). Questions were asked about the purposes the leader hoped to accomplish by showing the tape, whether he or she felt these objectives were achieved, what the general reaction to the tapes was and whether there was any difficulty in locating video equipment. The purpose here was not to evaluate the technical or appeal qualities of a specific tape but to evaluate the overall value of a tape in terms of the leader's and the group's expectations. For example, one question on this form asks the leader "From your point of view, did any negative response(s) to the tape(s) interfere with the achievement of your goals?"

Phone Survey Form

The form used to poll purchasers of ACCESS was designed to assess only their projections for using the series since most purchasers had not been in receipt of the series long enough to have actually used the tapes in the field. Information collected was useful in answering project objectives concerning settings in which ACCESS might be useful and reaction to videotape as a continuing education medium. See Appendix C for a sample of this form.

Administration of Forms

In the 44 actual viewing situations (not including the phone survey), tapes had been requested from the University of Denver based on prior knowledge of the ACCESS project. It was felt that asking those who wanted to borrow tapes to provide evaluative data would parallel the eventual field use of the tapes. No attempt was made to look for artificial settings in which to show tapes, since it was felt that situations where librarians were rounded up to react to tapes without being interested in the topic would have resulted in viewing for "preview" or "evaluation" purposes only. We hoped to have a large portion of the evaluations represent a situation where the respondents were genuinely interested in the topic presented.

Follow-up phone calls were made to leaders who did not return forms. The final result was the return of forms from all but four locations to which they were mailed (44 returns out of 48 mailed).

Analyzing the Data

In reporting the results in the following sections "N" will be used to represent the number of responses actually tabulated for any given question. In many instances respondents indicated that a particular question was not applicable. For example, on the Individual Viewer Response Forms students often indicated that the questions regarding their "type of library" were not applicable; and on the Workshop Leader Form in response to a question on use of the ACCESS Study Guide some respondents stated they did not have the Guide in hand. These "not applicable" responses were not tabulated within "N", nor were simple non-responses. In some cases "N" equals more than the number of questionnaires filled out since certain questions asked the respondent to check all applicable responses. Thus "N" varies considerably from question to question and seldom equals the actual total number of forms analyzed.

Results were not analyzed for viewers who saw only the ACCESS demonstration tape which is a 13-minute sampler of the series, since this tape was developed for publicity/dissemination purposes about ACCESS and not as a library continuing education package.

Problems

The major problem which cut across all evaluative efforts in the follow-on year was the problem of differentiating between those who viewed ACCESS for actual use in a field situation and those who viewed it for preview in deciding whether or not to purchase tapes. Most Individual Viewer Response Forms yielded data specifically related to the topic of the tape since questions were designed to elicit such information. The Workshop Leader Forms however were broader in their questioning approach and often elicited data related to a "preview" situation rather than a "subject use" situation. In response to the question "What was your purpose for using the tape(s) and do you feel it helped you meet your goals?", 16 out of the 39 forms returned indicated they used the tapes solely for preview purposes.

In order to control this situation where some viewers saw tapes to "learn" while others saw them to "buy", Workshop Leader Forms were analyzed in two separate categories, hereafter called "preview" and "workshop" use. In a case where a respondent stated he had both purposes in mind, the form was included in the workshop group since it was evaluated, at least in part, from a field use point of view. In answering project objectives these two categories could be taken into account. For example no data from the "preview" category was used to answer the question "Is reaction equally positive for all types of viewers?" In this question we were trying to isolate reaction from such groups as school librarians or M.L.S. librarians and it was thought that a preview situation where few representatives of the group in question were present was not an accurate evaluation environment. Similarly the question regarding ease of locating and using video equipment was not answered with any data from the "preview" group since it was felt that a preview setting typically takes place in a state library or other "headquarters" where such equipment is more readily available. Responses from the "preview" group were used however in answering some of the project's more general objectives such as overall response to ACCESS.

c. RESULTS

Objective 1: Do the first-year results stand up for a broader cross-section of viewing situations?

Analyzing Individual Viewer Response Forms or Workshop Leader Forms from 44 different viewing situations during the follow-on year, overall reaction to the ACCESS series remained very positive. TABLE 3 illustrates the broader parameters of viewing environment in the follow-on year as compared with first-year preliminary evaluation.

Individual Viewer Response Forms and Workshop Leader Forms Combined		
	First Year	Follow-on Year
Different settings where tapes were evaluated	4	44
States where tapes were evaluated within the Rocky Mountain Region	2	7
States where tapes were evaluated outside the Rocky Mountain Region	0	7
Total of different tapes evaluated in one or more settings	3	16 (complete series)

TABLE 3

Individual Viewer Response Forms

A comparison of first and follow-on year results on the overall rating of the tapes by individual viewers indicates that for the broader spectrum of viewing the overall response to the tapes remains high. In first-year evaluation 99% of the viewers rated the program they saw "about the same as most that are good" or "better than most," compared to other programs of this type. This compares with 98% responding in these two categories in the follow-on data. There is some shift from the category "better than most" to the category "about the same as most that are good." (See TABLE 4.) We feel this is due to the fact that follow-on year results include so many non-target audience respondents compared to the high target audience composition of first-year evaluation audiences. Many non-respondents on this question specifically indicated that they had no basis of comparison or had never seen any programs like this before.

Individual Viewer Response Form: "Compared to other programs of this type, dealing with libraries, would you say that the program you saw. . ."		
	First-year N = 198	Follow-on year N = 140
is better than most	59% *	46%
is about the same as most that are good	40%	52%
is about the same as most that are bad	1%	1%
is worse than most	1%	0%

*Responses may not total 100% due to rounding.

TABLE 4

A summary of the comments and open-ended questions on the Individual Viewer Response Forms was undertaken for the follow-on year in order to arrive at another indication of general reaction to the tapes. One question asked "What, if anything, about the program stands out in your mind?" Results were tabulated in general categories of "favorable" "negative" and "neutral." Results were further divided into comments about the content of a tape and comments about the audio/video or technical aspects of a tape.

Favorable comments on the content of a tape were made by 86% of the viewers and seemed to fall into several broad areas. Many viewers commented on the usefulness of the content from a practical point of view. Representative comments are: "practical, clear guidelines on how to make use of publicity opportunities"; "the number of ideas for cooperation - realistic"; "good ideas on controlling and settling of pre-schoolers"; "the specific ways to obtain and organize materials for a vertical file was the most helpful."

Another large group of viewers commented on a generally positive philosophy or tone expressed in the content of the tapes. For example: "up to date, professional, new ideas"; "personalities and their knowledge of the subject"; "comments within showed a commitment to freedom of inquiry."

Favorable comments related to the audio/video aspects of the programs were made by 13% of the total respondents and included a number of different aspects of production. Sample comments include: "quality of production";

"very easy to view and listen to"; "photography good"; "concise, not repetitious"; "variety of techniques used to put the point across"; "key people were represented -- not staged with actors."

Negative comments on program content (made by 7% of the viewers) did not seem to fall into any pattern. Negative comments on technical aspects of production (made by only 4% of the viewers) usually related to the fact that the pictures did not always relate to the message, or "diverted attention from the message." This criticism was voiced at other points during the follow-on year and we attribute it to the fact that some of the earlier tapes in the series are not as polished as the later tapes. Usually such comments related to the earlier tapes.

TABLE 5 gives a summary of the types of comments received. Percentages do not add up to 100% since some people listed more than one type of comment. For example, a respondent may have made a favorable comment about content and a negative comment about technical aspects of a tape. Each percentage is based separately on a total of 129 actual responses. Neutral comments were those that were judged inherently neither positive nor negative such as " 'some' good information."

Individual Viewer Response Form: "What if anything, about the program stands out in your mind?"					
N = 129					
Comments on program content			Comments on technical aspects of production		
Favorable	Negative	Neutral	Favorable	Negative	Neutral
86%	7%	20%	13%	4%	0%

TABLE 5

Similar percentages of "favorable," "negative" and "neutral" comments were tabulated in response to the question: "What, if anything, did you learn from the program that you did not know before?" Of those responding, 93% listed some specific fact or positive approach to the subject that they learned. Negative responses were judged to be those where the respondent said he did not learn anything he did not know before; only 3% of the responses indicated they did not learn anything new. Another 4% of respondents made comments judged to be neutral such as the person who said he learned "probably nothing, but the information is more organized in my mind now."

As was the nature of the question, all respondents commented on content aspects of the program and not on production aspects when asked "What did you learn?". We were pleased at the variety of different program aspects that stood out in viewers' minds. For example in response to the 40-minute panel discussion on how to go about finding sources of funding for libraries (Where the Library Dollars Are) typical responses to "What, if anything, did you learn. . ." are: "Wide variety of funding sources"; "almost everything that the panelists brought up was new to me"; "a clearer explanation of revenue sharing"; "some behind-the-scenes ideas of how a library can grow"; "that the Federal government had as many divisions (Title I, II, III)."

The last page of the Individual Viewer Response Form says "We'd like to have your comments." No attempt was made to tabulate responses or to group responses according to broad categories since comments varied greatly. Comments that we believe to be interesting and that perhaps shed some light on why certain viewers find the ACCESS series useful and on some possible ways the tapes should be used are as follows:

-- comments on the tape Volunteers in the Library:

> "My past experience with library work is quite limited so this film to me was an excellent introduction to the various types of jobs in the library. The fact that all ages are represented in some way is a good one -- especially using your senior citizens' skills and incorporating them in projects also involving young people."
>
> "It's great to know that being a volunteer is much more meaningful than just putting books back on the shelf."

-- comments on the tape Services to Elementary-Age Children

> "You should develop more films such as this one for use in teacher (classroom) awareness programs. Many teachers do not -- will not or have little use of -- the many services provided by school libraries. Teacher attitudes should be improved through inservice programs for classroom teachers. These goals can be attained."
>
> "Excellent source of ideas for promoting library materials. It offers a catalyst for creating new ideas."

Workshop Leader Forms

Spectrum of Use

Using the Workshop Leader Forms as another measure of follow-on year response to the ACCESS series, we thought that first-year, positive findings stood up. The following lists give some idea of the broad spectrum of situations for which Workshop Leader Forms are filled out.

Variety of Settings

1. Six leaders showed tapes as part of a workshop devoted to a specific topic. Examples:

   -- Portions of the tapes on Public Relations and Science Questions Sometimes Are Issue Questions were shown at an all day "Energy Conference" held in Meeker, Colorado in May 1976.

   -- The tapes Assessing Community Needs, State Libraries and Public Relations were used in day-long sessions on these topics in a federally-funded Institute held by the Wyoming State Library to train recent library school graduates in state librarianship.

2. Six leaders used tapes as part of a regularly scheduled committee or staff meeting. Examples:

   -- Part of regular staff training at V.A. Hospital Library, Sheridan, Wyoming.

   -- Part of regional librarians meeting in Nebraska.

   -- Part of monthly meeting of a district-wide library cooperative and improvement committee.

3. Three leaders used tapes as part of a student classroom presentation. Examples:

   -- Discussion about educational TV.

   -- Overview presentation by 3 students on state libraries.

4. Ten leaders previewed tapes for purchase or use. Examples:

   -- Preview for use with Indian pueblo community librarians in New Mexico.

   -- Evaluation for possible purchase in several states.

   -- To expose librarians to one type of continuing education package available.

   -- Evaluating for use in a library reference course.

5. Five leaders reported other uses. Examples:

   -- Part of institute on Continuing Library & Information Science Education Program Planning for State Library Agency Personnel held in Louisiana in the spring of 1976.

-- As a discussion starter.

-- Part of orientation session for new state library advisory council members.

-- Part of a library skills class.

-- Part of parents' information session in a public library.

Variety of Respondents

10 Practicing librarians (5 public, 1 school, 3 academic, 1 special).

13 State Library or State Department of Education staff members.

4 Library educators

1 Non-librarian (Community Library Committee Representative)

3 Students

Variety of Viewers Reported Present
(no numbers given)

-- State library staff
-- Library educators
-- Indian library advisors
-- MLS librarians
-- Rural library advisor
-- Doctoral and specialist library school students
-- Experienced public librarians
-- MLS students
-- Urban librarians
-- Rural librarians
-- Library administrators
-- Parents
-- New members to a state library advisory council
-- School librarians
-- Academic librarians
-- School administrators
-- Regional and subregional librarians/volunteers
-- Library technicians
-- Friends of the library
-- School AV coordinators
-- State library continuing education committee
-- Public, general

It is interesting to note that there are no negative responses from those respondents who used tapes in a workshop setting. The few negative responses reported were all in preview situations and related to evaluation for purchase. For the most part, negative responses commented on relevance of the particular tape or tapes seen for that respondent's particular needs.

For example an Indian pueblo advisor commented on the Publicity tape: "Wouldn't be useful for our needs. . .not geared enough to personal, intra-library, community publicity. Obviously goals for this tape and our goals were different."

Reaction to any given tape seemed to be most positive in settings where tapes were used for their subject content--where viewers had a personal interest in the topic presented. For example, the most negative "overall response" comments received on the tape Public Relations was from the group of 20-25 regional librarians who viewed 3 different tapes within the context of a regional preview session:

-- "The PR tape's quality - i.e. actual viewability of tape rather than content - was not the best."

On the other hand, the two situations in which the Public Relations tape was viewed as part of a subject session on public relations reported much more favorable response:

-- "Positive; brought into perspective the role of the local public library in meeting community energy information needs." (Portion of tape shown at a Colorado Energy Conference.)

-- "Very good--quite a few students have said that it was the best one we've seen." (Students at State Librarianship Institute. This was the third tape they had seen.)

We were especially pleased at the subject focus which many of the positive comments took. The following is a representative sample of the positive comments from both workshop and preview situations:

"Overall response was excellent, but we want to add a special commendation for the film on Preschool Story Programs. The parents who viewed it felt many good points were made that would be useful to them in a home atmosphere as well as in library storytelling situations." (Three tapes shown to library staff and local parents in a Wyoming public library.)

"Excellent. I would strongly recommend it to groups of school librarians with very diverse training and experience who have had difficulty finding a common background for discussion and planning." (Panel discussion School Library/Public Library Cooperation shown to a group of school librarians and Friends of the Public library in Montana.)

"Censorship right on target for the defined objective. We could put them (tapes) to use today, if we had them." (Preview by state library staff in Alaska.)

"Very positive. . .tape brought out basic points that are good to be reminded of, the section on attitude was also a good reminder, the quality was good and the content as well." (Determining the Library User's Need shown to 25 librarians in an Arizona academic library.)

A final assessment of overall reaction to the ACCESS series was undertaken by analyzing response on the Workshop Leader Forms to the question: "From your point of view did any negative responses to the tape(s) interfere with the achievement of your goals?" This question was designed specifically for a subject workshop setting where a leader had definite learning objectives in mind. Although it is known that some tapes are technically smoother than others, for example, there is sometimes a mismatch of audio and video message, we wanted to assess whether such factors significantly hampered the broader goals of a workshop leader, presumably learning goals related to the subject of the tape.

TABLE 7 shows response to this question by leaders in workshop settings. Results were not tabulated for preview situations.

Workshop Leader Form: "From your point of view did any negative responses to the tape(s) interfere with the achievement of your goals?"	
N = 20	
	Workshop situations only
Specifically stated "No" or indicated that no negative responses interfered.	85%
Indicated some sort of negative response to technical aspect of tape which interfered.	10%
Indicated some sort of negative response to content aspect of tape which interfered.	5%

TABLE 7

Of the three respondents reporting some sort of negative interference, all three reported positive general response to the tape(s) elsewhere in their evaluation. Their "overall response" ratings were "very good," "favorable, good introduction to the range of state library service," and, "positive. . ." respectively.

Based on the fact that all respondents either cited no negative reaction or rated overall response favorable even though they cited some negative reaction to tapes shown, we think that ACCESS tapes can be very successful in helping to meet a wide range of workshop goals. What negative reactions do take place do not seem to negate positive learning aspects of the tapes

Summary

In answer to the question "Do the first-year results stand up for a broader cross-section of viewing situations?" We believe they do. In the total of 44 viewing situations in 14 different states, overall reaction to tapes was extremely positive, especially where tapes were used within workshops related to their subject content. What negative reactions there were to the tapes usually related to a tape's inability to meet the particular needs of a given situation. There was almost no criticism of general content -- criticism relating to misinformation or poor approach to a topic.

The ACCESS Study Guide outlines the primary target audience for which tapes are intended and gives a subject outline of each tape. Since no continuing education package can fulfill everyone's specific needs, we believe that use of the Study Guide and preview of tapes is an essential planning step where librarians have particular goals in mind. We believe that when the scope of a program meets the needs of a workshop leader, packaged continuing education materials such as ACCESS can be a very effective training tool.

Objective 2: Is reaction equally positive for all types of viewers?

During the follow-on year project staff hoped to determine what secondary audiences might find tapes of the ACCESS series useful. Secondary audiences are those which differ from the primary viewing audience in one or more characteristics.

School Librarians

Individual Viewer Response Forms

A comparison of overall program rating on the 41 Individual Viewer Response Forms filled out by school librarians in contrast to the forms filled out by all others was undertaken as a general measure of receptiveness by school librarians. School librarians are defined as those who checked the category of work "in a school library/IMC/media center" on the forms or who checked "other" and specifically indicated "teacher with classroom library" or "school aide," TABLE 8 shows this comparison.

Individual Viewer Response Form: "Compared to other programs of this type, dealing with libraries, would you say that the program you saw. . ."		
	School Librarians N = 33	All other Respondents N = 107
is better than most	42%	47%
is about the same as most that are good	55%	51%
is about the same as most that are bad	3%	1%
is worse than most	0%	1%

TABLE 8

We found 42% of the school library responses as compared with 47% of all other responses felt the tape they saw was "better than most." Another 55% of school librarians as compared with 51% of all others felt the tape they saw was "about the same as most that are good." Total percentages in the two positive rating categories combined were 97% for school librarians and 98% for all other respondents. General receptivity to tapes among school librarians seems to be extremely close to that of all other viewers.

It must be taken into account that 31 of the 41 responses by school librarians viewed one of 3 tapes most applicable to a school situation (Preschool Story Programs, Services to Elementary-Age Children and School Library/Public Library Cooperation.) However, these tapes primarily used examples from public library settings which it was thought might make them less appealing to school audiences. We were pleased that the school librarians seemed able to overlook the omission of school examples and react to the tapes for the general information they provide.

Workshop Leader Forms

We also took a look at the three Workshop Leader Forms which indicated a large percentage of school librarians viewers. All three reported positive overall response.

The tapes Oral History and Determining the Library User's Need were shown for staff in-service training to a group of 6 public and 8 school librarians in a New Mexico public library. Comments from that viewing included:

> "The coordinator of Clovis Public School Libraries reported that her group felt the film 'was great for non-certified staff' and they expressed a curiosity as to what subjects were covered in other ACCESS tapes."
>
> "We appreciated having the tapes for the whole staff, because once we all viewed them, we talked about them as a group and exchanged our reactions and enthusiasms."

The same form supported the need for "in-service packages which can be used in local viewings, taking at most an hour's staff time, because with out-of-town workshops it is expensive in travel cost, as well as time taken from library operations." Such local viewing may be particularly appropriate for school librarians who often find it even more difficult than public librarians to get away for full-day workshops. This may account in part for the general receptivity on the part of school librarians to such training tapes.

A second school showing took place in Bozeman, Montana, where a group of school librarians and Friends of the Public Library watched the 40-minute panel discussion School Library/Public Library Cooperation. The workshop leader, who was a school librarian, reported overall response to the tape was "excellent" and commented:

"It definitely helped us center our discussion on this problem. Some of us haven't thought much about the goals of public libraries and the tape helped us to consider the differences and similarities as well as areas where cooperation would be helpful."

Finally, the tapes Preschool Story Programs and Science Questions Sometimes are Issue Questions were shown to a total of 14 rural school librarians in Montana by the Library Media Supervisor of the Office of the Superintendent of Public Instruction. She reported "favorable" overall response and commented, "tapes were evaluated as useful resources especially for the rural areas." We were surprised that the Science Questions tape in particular met with favorable response from school librarians.

Summary

It would seem, in general, that the tapes most obviously related to school librarianship are found to be equally useful to school librarians as public librarians, even though most of the examples used in the tapes refer to public libraries. It would further seem that school librarians are able to glean some useful information from tapes dealing with topics less relevant to their specific needs. Another interesting fact is the number of times school related topics were suggested as future topics for ACCESS tapes. School librarians seem receptive to the general idea of training tapes and lost no time in seeing school problems that could be addressed by in-service training tapes. In response to questions about suggested future programs, some of their comments were: "more specific school problems"; "tape demonstrating ways we can get teachers to use the library"; "a film of this type for primary students/teachers to get better use out of library facilities"; "you should develop more films such as this one for use in teacher (classroom) awareness programs."

Librarians with a Master's Degree in Librarianship

Although the primary viewing audience for ACCESS was the librarian without a Master's Degree in Librarianship, project staff wanted to know if tapes would be useful to the librarian with an M.L.S. degree.

Individual Viewer Response Forms

In response to the form question, "How did you prepare for or become interested in library work," fifteen forms specifically cited an M.L.S. degree. TABLE 9 shows a comparison of those with an M.L.S. degree who answered the question (N = 13) as compared to all other responses on the general program rating question.

Individual Viewer Response Form: "Compared to other programs of this type, dealing with libraries, would you say that the program you saw. . ."		
	M.L.S. Librarians N = 13	All Other Respondents N = 127
is better than most	62%	44%
is about the same as most that are good	31%	54%
is about the same as most that are bad	8%	1%
is worse than most	0%	1%

TABLE 9

On the basis of this very limited sample, overall rating of ACCESS seems even higher for the M.L.S. respondent than for the non-degreed candidate, with over half of the M.L.S. responses rating the program they saw "better than most." Generally, the positive acceptance of the tapes by 98-99% of viewers holds true across all audiences.

Librarians Working in Large Libraries

Project staff wanted to know if ACCESS tapes would be useful to the librarian working in a large library, since the tapes were designed for, and primarily used examples from, the small rural library setting. We suspected that the same might hold true for larger library staff as for other secondary audiences, that is, that the ideas presented would be useful even though the examples were not always appropriate.

Individual Viewer Response Forms

An analysis of answers to the questions "How many paid staff members does your library have?" and "How many hours each week is your library open?" was made in order to isolate larger libraries. Those responses indicating over five paid staff members and open a minimum of 40 hours each week were were considered to be large libraries in comparison with those which had 0-5 paid staff members open any number of hours per week.

TABLE 10 shows a comparison of these two categories of library size. Those not responding to either question were eliminated from this sample as they were presumed to be students or other respondents who did not work in a library.

Individual Viewer Response Form: "Compared to other programs of this type, dealing with libraries, would you say that the program you saw. . ."

	Respondents from libraries with 6 or more paid staff open 40 or more hours per week. N = 24	Respondents from libraries with 0-5 paid staff. N = 40
is better than most	46%	50%
is about the same as most that are good	46%	50%
is about the same as most that are bad.	4%	0%
is worse than most	4%	0%

TABLE 10

On the basis of this comparison it would seem that there is no significant difference in overall response to ACCESS tapes based on size of library. We again assume this is due to the "idea sharing" nature of the programs which can be equally relevant to a person working in a larger library.

Summary

ACCESS tried to adapt a tone of presentation that would "start with the basics" of any given topic and not assume either large library budget and resources or extensive prior knowledge on the given topic. This approach was taken for the primary audience of small libraries. On the other hand we did not want shows to "talk down" to any viewer. Although scattered comments throughout the project year indicated that some viewers felt certain tapes were slanted either too much towards the larger or the smaller library, we were pleased with the data from Individual Viewer Response Forms which seemed to indicate a relatively equal acceptance by both groups.

Volunteers

Individual Viewer Response Forms

Of 16 volunteers who filled out individual forms, 6 did not rate the programs with most of those indicating they had no basis for comparison to answer "compared to other programs of this type." Six indicated they felt the program they saw was "better than most," and four said it was "about the same as most that are good." While this size sample is too small to yield conclusive results, we have no reason to believe that ACCESS tapes would not be as appropriate to volunteers as to paid staff where the topic of a tape is of interest.

Several written comments from library volunteers who saw ACCESS tapes help to emphasize the need for in-service training for volunteers as well as paid staff:

> "My past experience with library work is quite limited so the film, to me, was an excellent introduction to the various types of jobs in the library."
>
> "As a male volunteer I am very lonely and feel under-used at the same time. As a retired person, I am tired of paper work. When I made a proposal verbally for a project for exploration I was asked for a formal written proposal. There we bogged down. I liked the approach to staff orientation."

Librarians Outside the Rocky Mountain Region

Since all of the film and slide footage used in ACCESS documentary tapes was taken in the Rocky Mountain Region and all but two of the thirteen panelists in the panel discussions came from Rocky Mountain states, we wondered if tapes would appeal to librarians outside the region. No comparisons of Rocky Mountain versus non-Rocky Mountain individual viewers was made since most of the situations where Individual Viewer Response Forms were tabulated were within the region.

Workshop Leader Forms

Workshop Leader Forms were filled out in seven states outside the region:

- Alaska
- Kansas
- Louisiana
- Michigan
- Nebraska
- Oregon
- Wisconsin

Alaska reported very favorable reaction, two tapes having been seen by state library staff. Comments included:

> "We have high praises for their technical quality. Both tapes would be useful for Alaska's training needs.... Group situations where resource people are available is the ideal situation for their use.... We could put them to use today if we had them."

Kansas used two tapes in a workshop on Public Awareness for subregional librarians and public information consultants. They reported:

> "Useful for orienting and refreshing staff members and somewhat useful in promotional work."

They rated the tape on Volunteers in the Library much higher than the tape on Services to the Blind and Physically Handicapped, with six out of eight viewers recommending the first for purchase by the state and four out of nine recommending the latter for purchase. One comment relating to the tape in services to the blind was "since the system used in the film differs from mine, it would be confusing to local people."

In Louisiana two tapes were shown at a national institute on Continuing Library and Information Science Education Program Planning for State Library Agency Personnel. The tapes were shown as "an example of packaged continuing education materials." With about fifty viewers present, overall response was judged by the workshop leader to be "good to very good."

In Michigan four tapes were shown to a total of twelve state library staff members. Their purpose was preview for possible workshop use and the workshop leader reported "positive reaction: basic information offered," however added in the follow-up phone survey that they felt the overall quality of the series was somewhat uneven. Michigan subsequently purchased several of the ACCESS tapes for workshop use.

Nebraska also used tapes in a state library agency preview setting "to assess viability of tapes for Nebraska." Their overall reaction varied from tape to tape.

Oregon evaluated two tapes in the context of the Oregon Library Association Annual Conference and reported reaction was "generally favorable." Here again, some viewers felt the two tapes were uneven in quality and that they were "perhaps useful to different audiences." This may be due to the fact that one tape was a panel discussion on funding whereas the other was a more 'nuts and bolts' discussion on utilizing volunteers.

In Wisconsin a number of tapes were shown to "Doctoral and Specialist Library School Students" at the University of Wisconsin's School of Library Science. They reported a "negative response on the whole although Volunteers was seen as having possible uses. Segments of other tapes were seen as good although not useable in the context of the whole tape."

Summary

In general the trend among viewers outside the region seemed to be with a critical eye towards purchase. Those situations where we have evaluative information are almost all "preview" and not field "workshop" situations. We feel that although portions of series are probably as useful to rural librarians outside the region, non-Rocky Mountain states will want to, and indeed should, take a close look at individual tapes to be sure they meet state needs.

A final test of applicability outside the region can be seen in sales statistics. To date nine states outside the region have purchased one or more ACCESS tapes.

Students

Individual Viewer Response Forms

Taking a look at reaction from students at the Graduate School of Librarianship at the University of Denver who watched several ACCESS tapes as an outside reading assignment for a class and at students in the University of New Mexico's College of Education who watched several ACCESS tapes, we find general reaction is about the same as combined response from all other individual viewers of ACCESS. Among students, 41% rated ACCESS tapes "better than most" and another 59% rated them "about the same as most that are good." This compares with 46% and 52% respectively in these categories by the remaining viewer sample. These students were all Master's degree or undergraduate students studying librarianship.

Summary

One library school which borrowed tapes(in Wisconsin)reported generally negative response to tapes, although they reported that segments of each tape they saw seemed useful. Those rating the tapes in the Wisconsin situation were Doctoral and "specialist" library school students. Perhaps the person with more library training and education tends to be more critical of the tapes, whereas the library student with less experience is more receptive. We would question the use of ACCESS tapes in library school courses at the graduate level unless tapes were carefully previewed by the instructor to determine whether they meet curricular goals. Where tapes do meet instructor goals, we feel that certain tapes in the series may have applicability to student groups, particularly when these groups are composed of undergraduate and beginning library school students.

Trustees and Civic Groups

Individual Viewer Response Forms

Although we have no Individual Viewer Response Forms filled out by trustees or civic groups, we took a look at librarians' ratings of potential

use "for you to use in public relations in your community, with community groups," and "for you to inform trustees, local officials, etc., about library activities." See TABLE 11 for their responses.

Individual Viewer Response Form: "To what degree do you think this video program along with its supplementary printed materials would be useful?"

	very useful	somewhat useful	somewhat useless	very useless
for you to use in public relations in your community, with community groups N = 150	37%	43%	16%	5%
for you to inform trustees, local officials, etc., about library activities N = 144	35%	49%	14%	3%

TABLE 11

Summary

Although by no means a unanimous response, it seems clear that a good many librarians would feel comfortable using the tapes with trustees, local officials or community groups. Comments from librarians during the follow-on year indicated that they often have to make presentations about the library to various clubs or groups and that some sort of pre-packaged audio-visual presentation could be a great help in these situations. Obviously the more a package related to local service patterns the better. Perhaps something could be done to tailor general materials such as ACCESS tapes to local activities. The ACCESS tape Volunteers in the Library, for example, might be followed by a 2 or 3 minute locally produced slide show on how that particular library uses volunteers. Or the tape Preschool Story Programs could be followed by a presentation of the particular library's unique preschool offerings.

Objective 3: Is reaction equally positive for panel format shows?

One of the major objectives of the follow-on year was to determine whether reaction to the panel shows in the ACCESS series was equal to reaction for the documentary format shows. Such information could lead to projections for optimum formats for future library continuing education

video productions. The Documentary shows in the ACCESS series are each approximately twenty minutes long and are composed of a series of slides and film footage accompanied by a separate audio track. The panel shows are 40-minute discussions with 3 or 4 guests hosted by a panel moderator. Each panel show has a short video introduction which uses slide and film segments. During the remainder of the show the only video is that of the faces of the guests and moderator -- the well-known "talking head" format. Since panel shows could be produced in one take in a studio without extensive scripting or filming in the field, they were in some ways easier to produce. They did however require background research in order to prepare the introductory segment and to prepare questions for the moderator to ask guests. In the case of ACCESS, all panelists donated their time to the series.

Topics chosen for the panel format were those which it was felt would be difficult to present in a factual format, topics of some controversy or subtlety. The topics were censorship, library funding, assessing community needs and school library/public library cooperation. We attempted to pull together a panel for each show which represented at least two states and at least one working librarian. For some panels we also incorporated non-library experts. For example, the censorship tape consisted of a lawyer who knows a good deal about Supreme Court decisions on censorship and two working librarians who had dealt with censorship problems in their libraries, one from Colorado and one from Idaho.

Individual Viewer Response Forms

Overall rating of panel shows was about the same as overall rating for documentary shows on the Individual Viewer Response Forms. See TABLE 12.

Individual Viewer Response Form: "Compared to other programs of this type, dealing with libraries, would you say that the program you saw. . ."

	Responses to Panel shows N = 47	Responses to Documentary shows N = 93
is better than most	45%	46%
is about the same as most that are good	51%	53%
is about the same as most that are bad	2%	1%
is worse than most	2%	0%

TABLE 12

Workshop Leader Forms

A look at responses to the panel format shows in the workshop and preview settings indicates that response to the panels was a good, if not better, than response to the documentaries. Sample comments are:

School Library/Public Library Cooperation:

"Excellent. Would strongly recommend it to groups of school librarians with very diverse training and experience who have had difficulty finding a common background for discussion and planning."

"Clear and equitably discussed by all members and elements of cooperative. A good response."

Assessing Community Needs:

"Very good. Interest and attention high -- most took notes -- said they learned new things."

Censorship

"Right on target for the defined objective."

One state library staff member who had seen only portions of both panel and documentary shows expressed dislike for the panel format explaining that "nuts and bolts" type instruction would be more useful in that particular state, but this reaction was not born out by individual viewer comments which often cited very practical information which stood out in the viewer's mind. Comments from evaluation forms which seem to emphasize the unique capabilities of a panel discussion follow. These were in response to the question, "What, if anything, about the program stands out in your mind?"

"The panel discussion was improved by the inclusion of a citizen, with the panel not consisting of only librarians."

"Fact that key people were represented -- it was not staged with actors."

"Many questions are raised in my mind from their discussion...One realized the impact and seriousness of censorship and the need for dealing with it from this tape."

"Panel seemed to be well informed and effective in their presentation ...tape didn't 'talk down' to audience."

"Well-selected panel -- as a whole a very creative group with a lot to say -- group very interested in each other."

"The woman who had such a large, creative over-view on anything is possible -- just get involved."

Summary

Project staff feel that the reality and first-hand experience of live guests can add a great deal of success to the video format. Perhaps a complete tape in the "talking head" style is not the best use of the visual medium, however at least portions of live comments could probably be included in most video packages with great success. Reception to the comments made by all guests seemed high and this style of presentation seems especially useful when trying to put across such non-factual aspects of librarianship as enthusiasm and difference of opinion.

Objective 4: In what settings is ACCESS most useful?

Individual Viewer Response Forms

We asked viewers to rate the programs they saw for use in six potential settings. TABLE 13 shows these ratings.

Individual Viewer Response Forms: "To what degree do you think that this video program along with its supplementary printed materials would be useful?"

	very useful	somewhat useful	somewhat useless	very useless
for you to use in public relations is your community, with community groups N = 150	36%	43%	16%	5%
for you to inform trustees, local officials, etc., about library activities N = 144	35%	49%	14%	3%
for orienting/training new staff members in your library N = 151	43%	35%	16%	6%
for informing high school or college students about library work N = 144	32%	46%	19%	3%
as a basis for discussion and exchange of ideas with other librarians N = 148	58%	36%	5%	1%
in workshops, short courses, or, generally, as a means of "refreshing" your ideas. N = 148	58%	38%	5%	0%

TABLE 13

The highest ratings of potential use relate to in-library use of the tapes, particularly use in workshops and as a basis for discussion. This reinforces the beliefs of the project staff that audiovisual continuing education materials are best seen in a group situation where post-viewing comment and discussion is possible among participants.

Workshop Leader Forms

Comments on Workshop Leader Forms reinforced the idea that the ideal use of tapes is in a group discussion or workshop session where a resource person is on hand to tailor the information presented to local needs. One state library staff person for example reported a "strong feeling that tapes must be presented by someone who is knowledgeable of their content and who can lead discussion." A staff person in another state library said: "Group situations where resource people are available is the ideal situation for their use."

Phone Survey

In the follow-up phone survey to states which purchased one or more of the ACCESS tapes we asked, "In what types of situations do you plan to use tapes?"

We found that all nine states contacted planned to use the tapes in workshop or staff meeting settings. Some planned to use the tapes with their own staff or with other regional library staff members, while most planned to use the tapes largely with working librarians in the field, usually citing the smaller libraries as a prime viewing group. Some states plan on a regular series use of the tapes. Iowa, for example, reports that the ACCESS tapes will be a part of a continuing education series being offered through local community colleges for administrators, trustees and staff of small and medium-sized libraries. Several states stressed the use of discussion leaders with the tapes. North Dakota, for example, has arranged for a series of informal meetings in the summer of 1976 to which non-degreed librarians will be invited. A tape viewing will take place (both ACCESS tapes and tapes from other sources will be used) followed by discussion led by state library staff. North Dakota stressed the need for discussion leaders who will be able "to translate the ideas presented down to a level the librarians who are seeing the tape will be able to use." They expressed the fear that showing tapes without discussion might result in a situation where viewers feel "that's not for me, they're talking about a different size library." North Dakota reports that this viewing plan is somewhat of an experiement and they hope to know more about its success or failure by the fall of 1976. Although other states did not specifically state that they plan to arrange for post-viewing discussion, we suspect the fact that it is the state level agency which is sponsoring the loan of tapes indicates that discussion will take place, probably centered on statewide goals.

In summary, most states plan to use ACCESS tapes in precisely the type of setting our evaluative data indicated was most successful -- the workshop setting for librarians working in small libraries where there is an opportunity for post-viewing discussion.

Summary

ACCESS staff conclude that although certain librarians will find certain tapes valuable for use outside the library (with community groups, school classes, etc.,) the ideal use is in a library in-service training setting. The ACCESS Study Guide is an attempt to package background information and to suggest discussion questions for each tape so that such groups have a point of departure for post-viewing discussion.

Objective 5: Was the Study Guide useful?

The ACCESS Study Guide contains, for each program in the series, a brief program objective, an outline of program content, a list of materials mentioned in the tape, a list of people who contributed content advice, and, finally, a list of suggested discussion questions for post-viewing participation. Introductory sections of the Study Guide give hints on locating and using video equipment and on how to best utilize the ACCESS series. The last page of the Study Guide is a "tear-out/mail back" evaluation form which we encourage viewers to return to project staff. It is a modification of the workshop leader evaluation form (see Appendix D).

We had hoped to get significant feedback on the value of the Study Guide by this writing but we now feel it will be another 6-12 months before comments are received from the field. Many of those filling out Workshop Leader Forms were not specifically asked about the Study Guide (the first generation of this form omitted this question). Of the 22 respondents who filled out Workshop Leader Forms which asked "Did you use the ACCESS Study Guide? If so please comment on its usefulness," 14 said they did not use the Study Guide at all. of the remaining 8 responses, most said they looked at it "just to browse" or "as an example of a study guide." Only 3 said they used it as a discussion or orientation guide. One person commented it "provided orientation to the series and interpreted the intended focus of each tape." Another person commented "yes - excellent guide."

Comments from librarians in the nine states which have already purchased one or more ACCESS tapes suggested that even among purchasers of the series there is still uncertainty as to the eventual use of the Study Guide. Six of the nine states contacted had no definite plans for its use. One state reported that they plan to distribute the guide to each system within the 11 state library regions. They feel the guides will be useful not only with the rural libraries, but also in the "training of new personnel in suburban environments since the ideas are quite applicable in both regions." They also felt the guide would be useful for general training ideas to those who did not have the tapes in hand. Another state reported that the Study Guide would be used in preparing continuing education classes; the sample discussion questions, for example, would be used as a starting point in developing a list of discussion questions most appropriate to the state's specific needs.

These potential uses reported by a few states are precisely the types of uses ACCESS staff had in mind when developing the ACCESS Study Guide. Although those few people commenting to date seem to think the guide is well

prepared and will be useful, it is still too early to report its value. Approximately 400 of the guides have been distributed free during the follow-on year and another 150 have been distributed with tapes to purchasing states. We hope that the number of Study Guides in circulation will initiate future feedback on its value.

Objective 6: Were difficulties concering equipment a major barrier to using tapes?

Although not directly related to the quality and content of the videotapes, we felt it was important to assess, during the follow-on year, the relative availability and ease of use of video equipment for library continuing education. Such information can be invaluable in planning future audio-visual aids for library training.

Individual Viewer Response Forms

We asked individual viewers "Does your library or does any agency in your community have videotape playback equipment?" (See TABLE 14.)

Individual Viewer Response Forms: "Does your library or any agency in your community have videotape playback equipment?" N = 79	
"yes"	82%
"no"	18%

TABLE 14

We were pleased to find that 82% of those responding indicated they know of video playback equipment in their community. Since we believe ACCESS tapes will most often be used in a situation where librarians from several communities congregate for one viewing, we believe the 82% figure is a good indication that such viewings could be easily arranged.

Workshop Leader Forms

In the workshop situations we wanted to go one step further and assess whether, in addition to locating equipment, people have any problems utilizing it. We asked "Did you have any problems locating video equipment, operating the equipment, or arranging the setting so that everyone present could see clearly?" Answers were not tabulated for "preview" situations since most of these took place in state libraries where we assumed equipment might be more readily available than in the field. Of the 23 workshop responses tabulated, 10 indicated "no" problems. Of those reporting some

problems, 8 reported some difficulty locating a 3/4" cassette player or simply stated that it had to be borrowed for the viewing. In only two viewings was there any problem with the actual equipment or tape: one machine had no volume control and one viewing session had slight problems with vertical jumping on the tape. One person said it took longer to set up the equipment than anticipated.

Phone Survey

In the follow-up phone survey to the nine states purchasing ACCESS tapes we asked, "Do you foresee any equipment problems"? None of the states reported that they foresee problems. Some reported that tapes will have to be shown at local community colleges or other locations where equipment is available. Several also reported that they will be duplicating 1/2" black-and-white copies of the ACCESS series for use on reel-to-reel equipment where cassette players are not available. One state reported that they think they might get tired carrying heavy equipment around for some of the rural locations but that they plan to do an assessment of equipment availability this summer to determine the best configuration of viewings. Many states reported that the good rapport between library systems and types of libraries would facilitate a sharing effort in the viewing of tapes similar to the sharing concept behind interlibrary loan. In short, purchasers of the series were optimistic that equipment location or use problems would not present a barrier to the use of the ACCESS tapes.

Summary

We believe that since over half of the individual respondents in the evaluation phase and virtually all of the states contacted in the phone survey report foresee no real problem locating playback equipment, videotape is a practical medium for library continuing education. Probably 35mm slide equipment, film strip, or 16mm film equipment still more readily available than video equipment, but more and more schools and public institutions are purchasing video equipment. The 3/4" cassette format seems to be the most popular since it is easier to operate than 1/2" reel-to-reel equipment; however, some states will be providing both formats for maximum viewing use.

Objective 7: What future needs are there?

Throughout the follow-on year project staff sought input about suggestions for additional topics which could be produced in a videotape or other audiovisual format. Librarians suggested specific topics they would find useful in their particular library and general topics they felt would be useful to a broad cross-section of librarians.

Technical Services and Traditional Library Topics

Several respondents cited the need for "more specific training rather than idea exchange." One stressed the need for "traditional library science course type productions for utilization to remote and small libraries," and cited as examples tapes on reference and cataloging. Filing catalog cards was another topic suggested.

Quite a few librarians working in small special libraries such as hospitals and industry felt these basic topics could be particularly useful in training volunteers and aides, most of whom have no library training and do not work full time.

Project staff had made a series content decision early on not to treat technical services topics such as cataloging or reference tools for two reasons. First, it was felt that such topics are not inherently visual and would need to be packaged in multi-media format with much opportunity for practice and participation. Second, systems for technical services vary considerably from library to library and we felt it would be difficult to present specific "how to" information that would be equally applicable to all libraries. Although perhaps not valid as topics for "video-only" packages, it is urged that technical services aspects of librarianship be given careful consideration by such national continuing education organizations as CLENE (the Continuing Library Education Network) and NCLIS (National Commission on Libraries and Information Science). State library agencies also typically consider technical service training and assistance in their planning. There seems to be a distinct need for this type of pre-packaged "basic" instruction.

Managerial Topics

Another group of respondents suggested topics on managerial aspects of librarianship, some specifically suggesting tapes about relations with various authority or patron groups such as library boards, school administrators and teachers. Written suggestions include:

> "managerial aspects of library operation such as meeting with the governing board, establishing goals and objectives,budgeting, handling employee grievances, etc.,"
>
> "demonstrating ways we can get teachers to use the library,"
>
> "library boards, especially public library,"
>
> "how to handle complaints."

The topic of library boards had been considered by ACCESS staff with a decision not to produce it since a slide show on library boards was recently produced in conjunction with the Colorado State Library. The general area of library management however would seem to be very appropriate for video production. Role-playing examples could be used and various approaches to problems discussed. The one tape in the ACCESS series which did treat a "dealing with people" type of problem is entitled Determining the Library User's Need. It contains several simple role-playing situations and discusses various approaches to dealing with patrons. The tape has been very well received, and project staff believe a similar video approach could be successfully used to cover other managerial aspects of library work.

Service to Special Groups

One of the questions asked on the Individual Viewer Response Form is "Have you identified any groups in your community who are unserved now or, in your opinion, could be better served?" We combined answers to this

question with answers on workshop leader forms to arrive at possible suggestions for tapes on services to special groups.

Ten respondents cited ethnic minorities, presumably which live in significant numbers in their area. Those cited included Native Americans, Mexican-Americans, Blacks and Vietnamese. Eight respondents cited the elderly, shut-ins or senior citizens. Four mentioned the business community.

Project staff believe that service to special user groups is an ideal area for the development of training tapes. Serving special groups is often a matter of ideas -- ideas of ways to reach out to these groups and ideas of materials and programs that best meet their needs. Whereas video may not be the ideal medium for teaching a library technician how to file cards, it is an excellent medium for exchanging ideas. Video can combine the comments, activities and enthusiasms of librarians in a variety of locations who are trying to serve the same special user group. The U. S. Office of Education has recently authorized funding for an in-depth video series on serving senior citizens. Production will start in the winter of 1976-77 at the University of Denver. We look forward to this series as an opportunity to test video both as an in-depth training tool and as a medium for in-service training on service to special groups.

Video Extracts

Finally, several people commented on ways that portions of ACCESS tapes could be used out of context. One workshop leader suggested that the portion of the Public Relations tape dealing with energy-impacted communities in the West be "dubbed off and offered as a separate item to libraries in energy-impacted areas in the Rocky Mountain Region." Another librarian suggested that short portions of a number of the ACCESS tapes be dubbed off for use as TV spots promoting libraries.

Consideration should be given to video as a medium for producing such "spot messages" or "trigger messages" for use in public relations and as discussion starters.

d. SUMMARY OF FOLLOW-ON YEAR EVALUATION

Although sometimes criticized on their lack of appropriateness to a particular need or on a technical aspect of production, at no point during the ACCESS project were any tapes criticized concerning facts or information presented. Project staff attempted to make tapes widely available for discussion and tapes were sent to all those who requested them except in cases where particular topics requested were already out on loan. Tapes were used in a wide variety of situations and overall reaction was extremely favorable. We project that the use of the Study Guide which cites program objectives, and the ability to preview tapes will help librarians successfully match tape content with their own objectives. We look forward to receiving continued evaluative feedback in the future via the forms included in the back of the Study Guide.

B. TAPE DISTRIBUTION

1. ALTERNATIVES

ACCESS staff had hoped to test the feasibility of transmitting ACCESS video programming in a number of different ways to rural sites. Projected alternative means of distribution were cable television, public broadcasting, satellite and U.S. mail for use with video playback equipment. It became apparent during the project year that sending tapes by mail for use on video playback equipment is the most appropriate means of distributing programming with the use of domestic satellites a possible future alternative. Cable television and public broadcasting are not worthwhile avenues of distribution for programming of limited appeal, i.e., directed to one professional group. The following sections discuss briefly the pros and cons of the four distribution alternatives explored.

a. CABLE TELEVISION

Although most cable television stations are equipped to handle 3/4" video cassettes and have a commitment to provide local programming, cable is not an appropriate means of distribution for ACCESS programming in most locations due to the following reasons.

-- Although in larger metropolitan areas there are many public institutions which are wired for cable such as schools and libraries, in the smaller rural towns for which ACCESS programming is designed this is still not the case.

-- A great deal of coordination is required to alert a group of librarians that a program will be transmitted by cable at a specific time. The cable operator must be contacted and willing to transmit the program; a survey must be made of the locations of receiving equipment;librarians must be grouped according to receiving locations and informed of an upcoming program schedule. An experiment of this nature was attempted in a rural area near Denver and the coordination broke down at the library organization point. Only four out of about thirty schools in the cable area had receiving equipment and it became extremely difficult to determine what librarians might be able to get to these four locations, what times would be convenient, and if indeed the programming would be appropriate to their needs. The experiment was abandoned since it seemed to be an experiment in logistics rather than the provision of needed services.

-- ACCESS programming is of limited audience appeal and whereas some cable companies may be willing to transmit the programs if they have empty channel time, as channel time becomes tight it is doubtful whether cable operators could be convinced to transmit library programming without compensation.

-- Finally, distributing ACCESS programming by cable usually involves distribution to a number of separate points simultaneously. Individual librarians or very small groups would watch a program

in different locations. Such a configuration of viewing would preclude the opportunity for post-viewing discussion which has seemed in ACCESS evaluation to be one of the most worthwhile aspects of tape viewing.

Perhaps the most obvious argument against using cable as a distribution mode for ACCESS programming is that it adds an unnecessary administrative step to an otherwise simple process. Any location which is equipped to receive cable programming in a public location probably also has video playback equipment. Tapes can be mailed directly to such a location from a state library or other loan point for group viewing at any time. With such a loan setup there is no need to deal with a cable company; all steps can be accomplished among librarians. The tapes can be watched at the convenience of the group and tapes can be replayed or stopped during playing for discussion or clarification.

Although cable does not seem feasible for full scale ACCESS transmission, cable companies may be able to provide other services to libraries wishing to use ACCESS programming. A local cable operator may be able to help libraries duplicate tapes; they could provide facilities for previewing or viewing tapes at a cable studio; they might transmit short portions of ACCESS tapes as public service announcements about libraries. In our attempted experiments at using cable, all cable companies contacted were extremely helpful and their potential support of video activities should not be overlooked.

b. PUBLIC BROADCASTING

In October 1975 members of the ACCESS staff met with a representative of the Rocky Mountain Corporation for Public Broadcasting. It was determined at that time that public broadcasting was not a viable means of distribution for ACCESS tapes due to their limited audience appeal. Whereas the use of cable television to transmit ACCESS is simply inconvenient, the use of public broadcasting channels is almost impossible due to the limited audience appeal of the programming and the large audience area which public broadcasting reaches.

Although not appropriate for programming broadcast, the same services which might be provided for libraries by cable operators might be provided by public broadcasting studios. PBS stations might be of assistance in arranging for tape duplication, for previewing of tapes, and in broadcasting library public service announcements. Tape duplication in particular would not be a free service, but libraries should not overlook the expertise of PBS stations if there are any located nearby.

c. SATELLITE

ACCESS staff has followed closely the development of domestic satellite communications for use by public service groups such as schools, hospitals and libraries. Two general areas of satellite activity have been watched closely: the progress of the NASA-launched communications satellites, and the activities of the Public Service Satellite Consortium which was started in 1975 for the purpose of assisting potential satellite users.

NASA-Launched Communications Satellites

On January 17, 1976, Jane John of the project staff attended the launch of the Communications Technology Satellite (CTS) from Cape Kennedy in Florida. A NASA User Meeting took place at the launch which served to bring ACCESS staff up to date on the possible use of the CTS for transmitting ACCESS programming.

The SALINET concept (Satellite Library Information Network), of which ACCESS is one of four projected types of library programming, was accepted as a user of the CTS in March 1974. This user acceptance status provided free satellite time for library experimentation but did not provide any funds for program development or administrative costs. The ACCESS project staff took a position during the production year that all ACCESS programming should be developed independent of satellite plans, but still be capable of being transmitted by satellite. All ACCESS tapes are on 2" quadruplex master tapes capable of satellite transmission, but for the purposes of general distribution they are dubbed onto 3/4" color video cassettes. Although the most appropriate means of distributing ACCESS programs now seems to be the loan of these 3/4" cassettes, we are still interested in maintaining our user status aboard the CTS so that libraries may have the opportunity to experiment with satellite transmission.

It was originally thought that 56 downlink sites in the Rocky Mountain region which were already in place from a career education project conducted by the Federation of Rocky Mountain States (Called the Satellite Technology Demonstration) could be modified for use with the CTS. It became apparent in the fall of 1975 that this was no longer feasible. First, the cost of modification was quite high; second, it was decided by NASA and other national satellite concerns that these sites should be left as is for future use with the satellite for which they were developed -- the ATS-6 (Applications Technology Satellite-6). The ATS-6 was the first U.S. satellite to carry educational experiments and after experimentation in the United States it was moved to a position above Africa for experimentation in India. The ATS-6 will be returned for experimentation to the United States during the summer of 1976. If all goes well, it will be ready for transmission again in the fall of 1976.

Without the 56 sites in the Rocky Mountain region which it was originally thought could be used with the CTS, the SALINET project faced the situation of having a series of library programs (ACCESS) ready for transmission, but no downlinks in the region which were capable of receiving transmission from the satellite. Negotiations began around the fall of 1975 to use some amount of time on five experimental downlink facilities which were being donated to NASA from Japan for use with the CTS. The Japanese were interested in testing the technical performance of this sample equipment. As of this writing it appears that five Japanese downlinks will be put in place by the Public Service Satellite Consortium in conjunction with NASA, in the Rocky Mountain region. It is likely that ACCESS programs can be transmitted via the CTS to these five downlinks on an experimental basis. The downlinks will also be used by a number of other CTS experimenters such as medical and educational groups. The probable locations of these five downlinks at this

writing are:

Durango, Colorado
Laramie, Wyoming
Lawrence, Kansas
Missoula, Montana
Sioux Falls, South Dakota

There is also some liklihood that ACCESS programs can be transmitted on ATS-6 when it returns from India. If this is the case ACCESS could be transmitted to the 56 rural downlink sites already in place in an eight state Rocky Mountain Region.

Public Service Satellite Consortium

In conjunction with the developments of the CTS experimental satellite, ACCESS staff and the SALINET Board have also been following the development of the Public Service Satellite Consortium (PSSC). PSSC was formed in 1975 as a coordinating body for public service users of satellites. PSSC plans to work with its members and potential members in defining their telecommunication needs and then to work with all potential users to aggregate their satellite needs, eventually acting as a broker for satellite time. Public service users include such groups as educational institutions, hospitals, public broadcasting stations and libraries. ACCESS staff believe that the Public Service Satellite Consortium will be a vital link in future planning for library use of satellites. For their services PSSC will eventually charge a fee.

The SALINET Board approved membership in the Public Service Satellite Consortium in July 1975 and has continued to follow the development of PSSC. Dr. Ruth Katz, Director of the ACCESS project, has attended several of the PSSC meetings. It now seems likely that NASA will have an ongoing contractual relationship with the PSSC and it is important therefore that libraries interested in satellite use follow the developments of both agencies. PSSC has been instrumental in selecting sites for locating the Japanese downlinks and has met in Denver with ACCESS and SALINET staff to discuss our future plans.

Although actual satellite transmission would not take place until after the end of the currently funded project, ACCESS staff feel confident that satellite communications hold an important future for library services. Dr. Ruth Katz, Director of the University of Denver's Center for Communication and Information Research, will continue to follow the progress of the CTS, the ATS-6 and the PSSC and will make every effort to try at least some test transmissions of ACCESS programs in the Rocky Mountain Region.

d. VIDEO PLAYBACK EQUIPMENT

By far the most workable means of distributing ACCESS tapes is the use of the mails to loan tapes to interested parties who then use video playback equipment to view tapes at their own convenience. This became increasingly apparent during the project year as a great number of people asked to borrow tapes by mail and said that they had equipment on which to play the tapes.

It was discovered during the ACCESS evaluation activities that well over half of those who used ACCESS tapes during the follow-on year had no trouble at all locating video equipment or operating it easily. Among those who reported some difficulty, many simply stated that they had to borrow equipment but that otherwise they had no equipment difficulties. In a follow-up phone survey to the nine states which have purchased one or more ACCESS tapes we asked "How do you plan to distribute tapes"? and "Do you foresee any equipment problems"? Virtually all respondents said that they plan to use tapes within the state library agency headquarters or loan them out to libraries within the state for use on playback equipment. No state made mention of transmitting tapes through an educational television circuit (ETV), cable or other tele-distribution means. None foresaw any real problems locating playback equipment and many commented that more and more schools and libraries are purchasing such equipment. Several commented that they will be using playback equipment at schools and community colleges since some of the libraries do not have equipment yet.

Mailing tapes to interested parties for use on playback equipment has several advantages over most other video distribution modes. These advantages include:

-- Tapes can be borrowed and played at any time convenient to the particular group;

-- mailing tapes is a relatively inexpensive method of distribution if playback equipment is available;

-- more and more schools, libraries and other institutions are purchasing video playback equipment; the 3/4" color cassette system in particular is becoming a popular format;

-- when used with playback video equipment tapes can be stopped in progress, replayed or otherwise manipulated for purposes of review and discussion;

-- watching tapes on a playback deck usually involves getting a group of people together for a viewing -- perhaps even congregating at a central setting such as a local community college - such gatherings foster group discussion and reaction to a tape which is known to enhance the experience of an audiovisual training package.

2. RECOMMENDATIONS

We believe that videotape is a workable medium for library continuing education. It is doubtful whether a number of smaller individual libraries would ever want to purchase library continuing education videotapes, but the loan of tapes from a central point such as a state library for use on playback equipment seems to be a successful distribution system.

Satellites offer a possible future distribution means for library continuing education programming. Particularly when two-way capabilities of

satellites are developed there may be an opportunity to provide a feedback and "question and answer" type experience for librarians who are truly isolated from traditional library continuing education experiences. Satellites may also offer the opportunity to combine a number of library services at one site, for example the transmission of bibliographic data, opportunity to discuss problems with librarians at distant sites and other such services. It is recommended that the library profession follow closely the development of communications satellites, particularly through the development of the Public Service Satellite Consortium.

C. PUBLICITY

During the project year, staff sought a number of ways to publicize the ACCESS series. Tapes were shown at national library conferences and institutes as well as internationally. Tapes were mailed for preview or evaluation to a number of states. Updates on project progress and copies of the Study Guide accompanying the ACCESS series were mailed to approximately 500 interested individuals or organizations. The following sections summarize the ways in which the project was publicized.

1. NATIONAL PUBLICITY

a. STATES

The ACCESS demonstration tape or sample tapes from the series have been seen in the following 29 state library agencies:

Alabama	Kansas	Ohio
Alaska	Maryland	Oregon
Arizona	Michigan	Pennsylvania
California	Minnesota	South Dakota
Colorado	Missouri	Texas
Connecticut	Montana	Utah
Florida	Nebraska	Virginia
Idaho	Nevada	Wisconsin
Indiana	New Mexico	Wyoming
Iowa	North Dakota	

b. COLLEGES AND UNIVERSITIES

Universities or Colleges where the ACCESS demonstration tape or sample tapes from the series have been previewed include:

Arizona: Arizona State University Library, Tempe.

California: University of Southern California, School of Library Science, Los Angeles.

Colorado: Aims Community College Library, Greeley.

Idaho: Ricks College Library, Rexburg.

Louisiana: Graduate School of Library Science, Louisiana State University, Baton Rouge.

Maryland: College of Library and Information Services, University of Maryland, College Park.

Massachusetts: School of Library Science, Simmons College, Boston.

Missouri: Northeast Missouri State University Library, Kirksville.

New Mexico: College of Education, University of New Mexico, Albuquerque.

New York: State University of New York Library, Albany.

South Carolina: College of Librarianship, University of South Carolina, Columbia.

Wisconsin: Library School, University of Wisconsin, Madison.

c. CONFERENCES AND INSTITUTES

ACCESS tapes were also shown or the project presented at the following library conferences and institutes during the project year.

July 22, 1975 American Institute of Aeronautics and Astronautics Conference

A paper on SALINET and on the ACCESS project was presented jointly by Ruth Katz, Project Director and Margaret Goggin, Dean of the University of Denver Graduate School of Librarianship.

August 7, 1975 Tape Showing at the University of Denver

A public showing of the ACCESS tapes was given at the University of Denver's Graduate School of Librarianship. Letters of invitation were sent to all those locally who had participated in production or content development of any tape.

September 29 - October 1, 1975 Federal Interagency Field Library Workshop

Jane John and Ruth Katz showed tapes at the Federal Interagency Field Library Workshop in Dallas, Texas. Tapes were shown in a special meeting of 80 librarians from the Department of the Interior as well as in the general exhibit area to librarians from many branches of government. Attendance was at the request of Mary Huffer, Director, National Library of Natural Resources. Ms. Huffer was interested in possible applications of ACCESS to some of the more rural settings where DOI libraries are located such as at national parks and on Indian reservations.

October 17, 1975 Wisconsin Library Association

Dorothea Hiebing from the project staff showed ACCESS tapes to twelve regional library system directors during the Wisconsin Library Association annual conference in Madison.

October 19-22, 1975 Colorado Library Association/Mountain Plains Library Association

ACCESS staff showed tapes to two scheduled meetings and for three days in a suite at the combined annual conference of the Colorado Library Association and the Mountain Plains Library Association in Denver. We estimate that more than 300 librarians saw portions of one or more tapes at this conference. Project staff used this conference as an opportunity to present a rough draft of the ACCESS Study Guide to a number of librarians for comment.

January 21-25, 1976 ALA Midwinter Conference and CLENE Fair

Dorothea Hiebing and Ruth Katz showed ACCESS tapes in a suite during the ALA Midwinter Conference in Chicago. The tapes were also shown at the CLENE Continuing Education Fair during the first CLENE Assembly.

March 1976 Institute on Continuing Library and Information Science Education Program Planning

ACCESS tapes, including the demonstration tape, were shown to state library agency personnel from a number of states who attended the Institute on Continuing Library and Information Science Education Program Planning for State Library Agency Personnel. The conference was held at the Louisiana State University Graduate School of Library Science and was funded under HEA Title II-B.

March 17, 1976 Colorado Chapter of the Special Libraries Association

Background information on satellites and a presentation on the ACCESS project were made to the Colorado Chapter of the Special Libraries Association in Denver.

April 1976 Education of Prospective State Library Agency Professional Personnel

Three ACCESS tapes were used as part of this federally funded institute held at the Wyoming State Library, to train potential state library agency personnel.

April 28-30, 1976 Oregon Library Association

Two full ACCESS tapes and the demonstration tape were shown at the Annual Conference of the Oregon Library Association.

May 2-4, 1976 Idaho Library Association

Jane John and Ruth Katz attended the Annual Conference of the Idaho Library Association in Burley, Idaho. Tapes were shown as part of subject presentations on public relations and on censorship.

June 7-9, 1976 Special Libraries Association

A poster session on the ACCESS project was displayed at the annual convention of the Special Libraries Association in Denver, Colorado. Project staff had an opportunity to discuss potential applications of video training materials in special library situations.

2. INTERNATIONAL PUBLICITY

Efforts were made during the project year to explore potential application of ACCESS tapes in countries other than the United States. These efforts served both to publicize the ACCESS project and to help other countries and agencies develop plans for library continuing education.

Australia

Project information and sample tapes were sent to Australia. Both the Department of Librarianship at the School of Mines and Industries, Victoria, and the School of Librarianship at the University of New South Wales in Kensington were interested in possible applications of ACCESS tapes to the rural library situation in Australia.

Canada

ACCESS tapes were sent for evaluation to the Medicine Hat College Library in Alberta, Canada and to the Northeastern Regional Library System in Ontario, Canada. Both were interested in possible applications of ACCESS tapes to library needs in Canada.

Colombia, South America

Two tapes were sent on permanent loan to the Interamerican Library School (EIB), University of Antioquia, Medellin, Colombia. The tapes were shown there in February 1976 to a group of Colombian librarians, a visiting

professor from Brazil and a group of education professors from the University of Antioquia. There was also a tape showing at the third national meeting of EIB librarians in Colombia. Colombian librarians are interested in the application of video to library training needs.

A 1/2 inch tape containing three ACCESS programs was also sent to Cecilia Granados, Centro Colombo-Americano in Bogota.

India

Project staff helped to host a visitor to the University of Denver from India who expressed interest in media applications in education. The visitor had an opportunity to view ACCESS tapes and discuss ACCESS with project staff.

United States Information Agency

The United States Information Agency has been very interested in developing video and telecommunications applications for training field site personnel. During the project year Ruth Katz met several times with various staff at the U.S.I.A. in Washington, D. C. In addition, project staff hosted 3 U.S.I.A. field librarians at the University of Denver. A librarian from Hong Kong and one from Uruguay both spent several hours at the Center for Communication and Information Research discussing the ACCESS project and viewing sample tapes. Tapes were subsequently sent to Hong Kong for use in training U.S.I.A. library staff. Another U.S.I.A. visitor was Ann Hopping who has recently gone to Santiago, Chile as USIA regional library director.

D. PRODUCT DISSEMINATION PLAN

One of the major decisions facing ACCESS staff during the follow-on year was how to bring the ACCESS series out of the academic confines of the University of Denver where it was produced and into the field where it could best be utilized. As described in the section on distribution, it was learned early on that many library groups who wished to use ACCESS tapes already had video playback equipment and simply wanted to borrow tapes through the mails. It was felt that if tapes could be distributed to headquarters or facilitating agencies within states, these central agencies could then loan tapes within the state to interested librarians. We felt it was especially important to get sets of the tapes out to states and regions since the project ends in June 1976.

It was decided to make tapes available for a fee to anyone interested, but to make a special attempt to encourage state libraries to purchase the series. It was further decided to make tapes available directly from the University of Denver so that any funds accruing from dissemination of the tapes could be channeled into a revolving fund that would support future production efforts of interest to librarians. One alternative that was rejected was the distribution of tapes through a commercial firm. It was

felt that ACCESS staff had already developed a rapport with a number of the states and agencies interested in purchasing the series and that distributing through a commercial firm would negate the firsthand manner in which ACCESS staff made the decision to distribute tapes directly from the University of Denver, to seek copyright on the ACCESS series, and to make state libraries the primary target for information on series availability. The following steps were taken based on these decisions.

1. COPYRIGHT

Since the University of Denver would be taking a risk in distributing tapes in the sense that initial sets of tapes had to be duplicated, packaging materials ordered and demonstration tapes duplicated, we sought permission from the U. S. Office of Education to copyright the ACCESS series in order to protect these investments. A full copy of our marketing strategy was sent to the Copyright Officer of the U.S. Office of Education with a request for permission to copyright. Copyright was denied on the basis of the small estimated size of the eventual market. The Copyright Officer explained that copyright permission is granted only in cases where a substantial potential market exists. The Copyright Office did however approve the marketing plan as presented and placed no restrictions on the pricing or method of distribution to be undertaken.

Based on this feedback ACCESS staff made several marketing decisions. Since the principle behind our marketing plan was to distribute tapes to state library agencies which would in turn distribute to individual libraries within the state, we wanted the states to have as much latitude as possible in distribution within their state. We wanted to encourage liberal duplication of tapes within each state so that the broadest possible audience would be reached. We decided to encourage states to duplicate freely within their boundaries and to ask that in order to support a revolving fund for further production, that they not circulate tapes outside their state boundaries for duplication. To date most states we have talked with understand this plan and have been most cooperative in carrying it out.

2. MARKET SURVEY AND PRICING

Having decided on a plan whereby we hoped to reach state library agencies, our next step became pricing. It was difficult to compare ACCESS with prices of commercial videotapes since first, commercial tapes are developed for a broader market and second, commercial tapes do not usually include privileges to duplicate as many tapes as necessary with the state of purchase. However, we did make brief comparisons of costs for educational videotapes distributed by such firms as Public Television Library, Time-Life Video and Encyclopedia Britannica Films. We then estimated the total costs of duplicating videotapes, duplicating the ACCESS Study Guide, hiring staff to handle distribution of tapes, packaging materials, and postage. We combined average costs of educational videotapes from commercial distributors with our estimated costs and arrived at a $2,200 - $4,800 price range for the series per state including 20 Study Guides and privileges to duplicate as many sets as desired within the state of purchase. We projected charging the higher figure until

we were able to make final arrangements with a tape duplicating firm and eventually arrived at a figure of $3,800 per set after duplication negotiations were complete.

After a first announcement of availability was mailed we had a number of requests for individual tapes. We had anticipated that most states would probably be interested in purchasing the complete series and then loaning specific tapes to specific groups, however, the number of states wishing to purchase individual tapes was considerable. Some states indicated that they already had training materials on particular topics that were geared closely to their particular state goals. Others cited budget restrictions which precluded buying the complete series at once. Others felt the quality of appropriateness of particular tapes was not right for their state but that other tapes were valuable. ACCESS staff revised the pricing structure after several months to offer individual tapes at a slightly higher per-tape cost than the series cost. The additional cost is due to the fact that with single tape orders full sets can no longer be bulk ordered from the duplicating firm at the lower bulk price. It would seem important in the future that similar arrangements be made for potential purchasers of audiovisual materials to "mix and match" items as best meet their particular objective, and that groups of training aids be offered separately as well as in series packages.

3. DUPLICATION

A survey was made of possible duplicating firms which could handle duplication of the series from the 2" quadruplex masters to 3/4" cassettes. Some of the factors important for our needs were:

-- Turnaround time for dubbing;

-- cost per set when duplicated in single sets and cost per set when duplicated in batch orders;

-- willingness to undertake a potentially small order (we had no way of predicting how many sets we would want duplicated);

-- quality of tape stock and quality of duplication;

-- willingness to stand behind quality (to replace defective tapes, etc.).

4. ANNOUNCEMENT OF AVAILABILITY

One of the most important steps in disseminating the ACCESS series was publicizing its availability. In January 1976 a mailer was sent to all persons on the ACCESS mailing list, which was comprised of anyone who had made inquiry about the project over the previous 18 project months, and to all state library agencies. A separate mailing was sent to the heads of state libraries and to the staff development or continuing education staff person within each state library agency. See Appendix E for a sample of this

mailing. The mailing briefly described the series, including a list of topics, and offered for inspection a free Study Guide and the loan of a 13-minute demonstration tape which includes sections of four ACCESS tapes. The demonstration tape was developed as a means of publicizing the ACCESS project and is used for the purpose of introducing the ACCESS project at speeches and conventions as well as for mailing to prospective purchasers of the series.

The first mailing in January brought numerous requests to borrow the demonstration tape. Approximately 40 demonstration tapes were loaned during the period January-June 1976. These went to approximately 30 different states and 4 foreign countries. Approximately 400 Study Guides were mailed out free to people who borrowed the demonstration tape or otherwise expressed interest in the completed ACCESS series. A packet of ordering information was sent with the demonstration tape (see Appendix F).

In many cases states requested full tapes on preview or tapes to use in a workshop setting so that they might better judge the value of the ACCESS series in their state. Those who borrowed complete tapes were asked to fill out evaluative data on how they used the tapes. This feedback forms the basis of the evaluation activity undertaken during the follow-on year and described elsewhere in this report.

To date (June 1976) nine states have purchased one or more of the ACCESS tapes. Most states, in a follow-up phone survey, plan to use the tapes in precisely the way ACCESS staff had projected: they will make several duplicate sets and loan tapes from the central location of the state library agency.

5. WICHE

During the project year ACCESS staff entered into discussion with the Western Interstate Commission on Higher Education (WICHE) regarding a possible group purchase of ACCESS tapes by WICHE member states. Preliminary arrangements were made to offer a 10% discount to member states which purchased tapes together. This discount is possible since there is a slight reduction in duplication cost when tapes are ordered from the duplicating firm in bulk. It was also thought that this was a way of offering a slight benefit to states in the Rocky Mountain Region for which the series was originally designed. WICHE would take on the responsibility of any additional publicity and the batching of orders required for this arrangement. At this writing no plan has been finalized.

6. ESTABLISHMENT OF REVOLVING FUND

The principle behind offering ACCESS tapes for a fee is to both cover duplicating and distribution costs and to establish with remaining funds a revolving production fund which can be used to develop future library continuing education materials. Government funding typically is provided for experimental projects but not for continued development of a proven idea. In order to continue a project started with government funding some means is needed for self-perpetuation. The revolving fund is a way of asking those interested in efforts like ACCESS to support similar continued efforts.

A separate fund has been started at the University of Denver to receive and spend funds related to distribution of ACCESS tapes and the production of additional continuing education packages. No funds were spent out of the follow-on project budget for any matters relating to the distribution of tapes to purchasing states. Dr. Ruth Katz, Director of the Center for Communication and Information Research at the University of Denver, would welcome suggestions from the field as to the most appropriate directions for future production. Suggestions received from the field during the past year are summarized in the evaluation section of this report.

7. CONCLUSIONS

ACCESS staff was concerned with the continuation of ACCESS at the close of grant funding, continuation both in terms of availability of the ACCESS series and the production of future continuing education materials. We believe that materials produced on government grants need not necessarily be "mothballed" at the close of grant period if a suitable means of perpetuation can be developed. The decision to market the ACCESS series with the approval of the U.S. Office of Education is an attempt to assure continued use of ACCESS and similar materials. We have found that although the series was completed in the fall of 1975, we are continually contacted by people who have just heard of the series or are just now interested in utilizing it. This lag between production and use is probably typical of many training aids and should be taken into consideration in developing continuation policies.

III. RESULTS

The two years of the ACCESS project have resulted in the production of 16 training videotapes, a demonstration tape which shows excerpts from the series, a slide show about the project, and the Study Guide which accompanies the series. Evaluative results include recommendations for the best ways in which ACCESS can be utilized (see Section II A of this report), and the best ways in which ACCESS can be distributed (see Section II B of this report).

IV. CONCLUSIONS

1. Primary and Secondary Audiences

The primary audience for which ACCESS was developed -- the non-degreed library staff person working in a small public library in the Rocky Mountain Region -- responded best to the series. However, where the topic was appropriate we found that secondary audiences -- those which differed in one or more characteristics from the primary audience -- reacted almost equally well to ACCESS tapes. We conclude that where the subject is of interest, it is not important what types of examples are used (public library versus school library settings for example) or what primary audience is addressed. Librarians of all types seem to be able to make mental adjustments and glean from the tapes what is important to them.

2. Production Format

Some criticism was voiced that the capabilities of video were not fully utilized in some of the ACCESS tapes. Most of this criticism was aimed at tapes produced early in the series. We conclude that experience leads to a more polished production style and a better use of the visual medium. Probably library continuing education materials to be distributed on a national level would best be produced in batches where it is possible to "break in" a production/content team. It seems more difficult to produce quality materials on a one-shot basis unless these are produced purely for local viewing.

3. Distribution of Video Materials

Evaluation data show that not only is video a viable medium for library continuing education, but that these materials are most easily distributed via the mails for use on playback equipment. More and more libraries, schools and other public institutions are purchasing video playback equipment and those that borrowed ACCESS tapes during the project years reported relatively little difficulty locating or operating this equipment.

4. Settings

Most evaluative data and comments from the field concur that the most appropriate use of ACCESS tapes is in a continuing education workshop setting where a group gets together to watch a tape and then has an opportunity for discussion. Since ACCESS tapes are really only short introductions to various topics they need tailoring to the particular objectives of the viewing group. Discussion led by a competent discussion leader can provide this local relevance.

V. RECOMMENDATIONS

1. Future Production Topics

We recommend that careful thought be given to topics for future in-service training materials for librarians, particularly the expenditure of the revolving production fund developed as a spin-off from the ACCESS series. Four areas of interest which have been suggested during the follow-on year and which could serve as jumping off points for content decisions are:

-- Technical services and other library "basics,"

-- managerial aspects of librarianship,

-- services to special groups, and

-- school topics.

Video is probably an appropriate medium for all of these areas except some technical services topics which may not be inherently "visually" interesting.

2. Planning for Distribution

The primary audience for the ACCESS series is the individual library staff person working in a small library. Originally it was planned that the ACCESS series would be transmitted directly to this audience via satellite. As the use of satellites became more and more complicated ACCESS staff developed an alternative distribution plan which involves encouraging state library agencies to act as distribution points for the series. We are therefore depending on state library agencies to publicize and make the series available to the smaller towns rather than transmitting directly to the individual communities. While we expect that small libraries will have relatively easy access to the series through their states, we have no way of knowing at this writing if this will indeed be the case. We recommend that in the future the ultimate means of distributing any given continuing education package be finalized before production of the materials begins.

We'd like to have your comments. Please use the last page.

PROGRAM EVALUATION

Today's Date _____ Program Topic _____

P1. Compared to other programs of this type, dealing with libraries would you say that the program you saw

_____ is better than most
_____ is about the same as most that are good
_____ is about the same as most that are bad
_____ is worse than most

P2. What, if anything, about the program stands out in your mind?

P3. What, if anything, did you learn from the program that you did not know before?

* The Library In-Service Video Project--- A SALINET Component developed by the University of Denver, Graduate School of Librarianship with Funding from the U.S. Office of Education, Library Research and Demonstration Program (OEG 0-74-7305)

To what degree do you think that this video program along with its supplementary printed materials would be useful?

	very useful	somewhat useful	somewhat useless	very useless
A. for you to use in public relations in your community, with community groups				
B. for you to inform trustees, local officials, etc., about library activities				
C. for orienting/training new staff members in your library				
D. for informing high school or college students about library work				
E. as a basis for discussion and exchange of ideas with other librarians				
F. in workshops, short courses or, generally, as a means of "refreshing" your ideas				

Your ideas, comments and questions are important to us. Please contact Ruth M. Katz, Graduate School of Librarianship, University of Denver, Denver, CO 80210, Telephone 303-753-3478. Thank you for your interest and help.

Please tell us something about your LIBRARY AND its USERS

A1. How many paid staff members does your library have? ____

A2. How many hours each week is your library open? ____

A3. Does your library or does any agency in your community have videotape playback equipment? Please describe, if possible.

A4. Have you identified any groups in your community who are unserved now or, in your opinion, could be better served? Please describe:

_____

Please tell us something about YOURSELF

B1. For how many years have you been working in libraries?
- ___ 1 - 3 years
- ___ 4 - 6 years
- ___ 7 - 10 years
- ___ more than 10 years

B2. Are you
- ___ in a county or regional public library?
- ___ in a branch of a county or regional public library?
- ___ in a town library?
- ___ in a school library/IMC/media center?
- ___ other? (Please describe.) _____

___ staff? ___ volunteer? _____
___ trustee? ___ administrator?

B3. How did you prepare for or become interested in library work?

APPENDIX B

COLORADO SEMINARY
UNIVERSITY OF DENVER
UNIVERSITY PARK • DENVER, COLORADO 80210
303-753-3478

GRADUATE SCHOOL OF LIBRARIANSHIP

May, 1976

SURVEY OF USES MADE OF ACCESS VIDEOTAPES

Your name:

Your position (include name of institution and state):

What tape or tapes did you show?

Approximately how many viewers were present?

What types of people were the viewers? (rural librarians, library school students, school librarians, library trustees, general public, etc.)

Was the use of the tape part of a larger presentation or program? If so explain briefly:

What was your purpose for using the tape(s) and do you feel it helped you meet your goals?

From your point of view did any negative responses to the tape(s) interfere with the achievement of your goals?

SURVEY OF USES MADE OF ACCESS VIDEOTAPES

What would you say was the overall response to the tape(s)?

Were any opinions expressed about other topics for tapes in the ACCESS series or additional topics that might be produced?

Did you have any problems locating video equipment, operating the equipment, or arranging the setting so that everyone present could see clearly?

Did you use the ACCESS Study Guide? If so please comment on its usefulness:

Thanks a lot for taking the time to fill out this form. Please return it to:

Jane John
Program Coordinator, ACCESS
Room 113 Boettcher West
U. of Denver
Denver, Colorado 80210

APPENDIX C

FOLLOW-UP INTERVIEW ON PURCHASES OF ACCESS JUNE 1976

Name, title and state of person contacted:

Interviewer's name:

Date:

In what types of settings do you plan to use the tapes?

How do you plan to distribute tapes?

Do you forsee any equipment problems?

How do you anticipate using the Study Guide?

Comments:

Dear Viewer:

Your input is needed to support continuing evaluation of the **ACCESS** Videotape Project and to plan for possible future continuing education efforts for library personnel. After you have seen one or more of the videotapes and worked with this study guide, please complete this form and return it to us. If you need more forms please contact us. Note that the evaluation page can be removed from your study guide, folded and stapled as a self-mailing unit. Thank you for your help.

1. What is your position? _____
   Are you:
   _____ in a county or regional public library?
   _____ in a branch of a county or regional public library?
   _____ in a town library?
   _____ in a school library/IMC/media center?
   _____ other? (Please describe.)_____
   _____ staff? _____ volunteer?
   _____ trustee? _____ administrator?
2. In which state are you located?_____
3. a. How many paid staff members does your library have?
   _____
   b. How many hours each week is your library open?____
4. Which videotape(s) did you see?

   Please indicate the date (month and year) when you viewed the tape(s). _____
5. a. Approximately how many people were present at each tape presentation?_____
   b. What types of people? (e.g., rural librarians, teachers, general public)_____
   c. Was the use of the tape(s) part of a larger presentation or program?
   ☐ Yes ☐ No
   If yes, please explain briefly.

   d. Who arranged for the tape(s) to be shown?_____
   _____
   e. Was there discussion following the tape(s) presentation?
   ☐ Yes ☐ No
   If yes, who led the discussion? _____
6. a. Did you see more than one videotape at one time (i.e., more than one each day)?
   ☐ Yes ☐ No
   If yes, how many were shown? _____
   b. Do you expect to see more tapes in the series?
   ☐ Yes ☐ No
   If yes, are the programs already scheduled?_____
7. a. What is your overall response to the tape(s) you have already seen?

   b. Did the tape(s) suggest projects or ideas that you believe could be implemented in your library? Please describe.

   c. Do you think the tape(s) you have seen will be useful for showing to other groups?
   ☐ Yes ☐ No
   If yes, which tapes?_____
   d. Have you used the study guide in conjunction with the tape(s) you have seen?
   ☐ Yes ☐ No
   If yes, did you find it helpful?_____

8. Do you know of any problems that occurred with regard to locating video equipment, operating the equipment, or arranging the setting so that everyone present could see and hear clearly?

We'd like to have your comments. Please use this space.

9. Are there any additional topics or continuing education efforts that you would like to see presented in videotape format?

Check here if you would like us to mail additional blank evaluation forms._____ How many?_____

Please add return address if additional blanks are needed.

NAME

ADDRESS

CITY STATE ZIP

postage will be paid by addressee

no postage stamp necessary if mailed in the United States

BUSINESS REPLY MAIL
FIRST CLASS PERMIT NO. 811, DENVER, COLORADO

University of Denver
Jane John, Program Coordinator
ACCESS
113 Boettcher West
Denver, Colorado 80210

APPENDIX E

COLORADO SEMINARY
UNIVERSITY OF DENVER
UNIVERSITY PARK • DENVER, COLORADO 80210

303-753-3478

GRADUATE SCHOOL OF LIBRARIANSHIP

January 1976

The ACCESS Video Project is a series of sixteen color videotapes on new trends or feature topics in librarianship. The series is especially useful to public librarians working in small towns who may find it difficult, because of distance or size of library, to leave their library in order to attend formal courses. Programs are not designed to replace traditional library education, but rather to highlight new trends and to promote the sharing of ideas among librarians.

Each show is designed to stand alone as a short coverage of one topic. Some tapes take a "how-to-do-it" approach, while other tapes share ideas about how different libraries have approached specific topics, such as programming for preschoolers or censorship. Study guides are included in the package which supplement the series by providing for each show an outline of program content, bibliography of related materials, and suggested discussion questions.

Twelve of the programs are of a documentary format, with each tape about 20 minutes in length. The documentary programs are:

Community Resource Files
Determining the User's Need
Oral History
Preschool Story Programs
Public Relations
Publicity
Science/Energy Reference
Services to Elementary-Age Children
Services to the Blind and Physically Handicapped
State Libraries
The Vertical File
Volunteers in the Library

The remaining four videotape programs, each 40 minutes in length, are panel discussions with guest experts and a moderator. The topics included are:

Assessing Community Needs
Censorship
School Library/Public Library Cooperation
Where the Library Dollars Are

The tapes are available from the University of Denver on 3/4-inch color cassettes. Though we cannot take orders for any other format, these high quality, first generation tapes can be adapted to 1/2-inch colorvideo-

tape, or 1/2-inch black-and-white videotape. The entire series is available, with 20 study guides, for $3,800. Additional complete sets are available for $1,250., only if ordered with the original set. It is our intention that any agency purchasing a set of ACCESS tapes will be free to duplicate as many copies as necessary for continuing education purposes within the state of purchase. Monies accrued by the University of Denver, after dubbing publishing and mailing costs, will be used to continue production, evaluation and distribution of additional continuing education materials for librarians.

So that you may preview the ACCESS series, we are providing a free demonstration tape which includes excerpts from four programs and is designed to give an overview of the entire series. This 3/4-inch color cassette videotape is available on loan upon request, postage paid one way. The package will also include a sample study guide.

If you are a professional librarian desiring materials to train para-professionals, a community librarian in a rural area, a regional library system director, a member of a state library staff, or a member of a community library board, ACCESS is designed to help you in your commitment to continuing education for librarians.

If you would like to preview the ACCESS demonstration tape or would like more information on ACCESS, please contact:

ACCESS Staff
CCIR
113 Boettcher West
University of Denver
Denver, Colorado 80210

Telephone: 303-753-3478

Sincerely,

Ruth M. Katz,
Director, Center for Communication
and Information Research

COLORADO SEMINARY
UNIVERSITY OF DENVER
UNIVERSITY PARK • DENVER, COLORADO 80210
303-753-3478

GRADUATE SCHOOL OF LIBRARIANSHIP

March 1976

New Delivery Information

NOTES ON ACCESS

Tape Quality

We thought it might be of help to provide some information on the use of the ACCESS series. This information may save you time and headaches when you are deciding whether to acquire the series for use in your library system.

The 3/4-inch color videocassettes you would purchase are intended to be used as master tapes. This means that their first generation high quality allows them to provide approximately 100 dubbed copies. If you were to use these originals for playback purposes you would find that they would slightly deteriorate after about 100 passes. Therefore it would make sense to keep your original tapes for dubbing purposes and use dubs for general viewing and distribution.

Each tape that you might dub from an original tape will provide approximately 100 passes of high quality programming before a slight deterioration begins to occur. This is normal wear-down on videotape, but it will help you plan ahead of time how many dubs might be required for distributing the videotapes within your state.

General instructions on tape care will be included in each single cassette package. In order to protect the high quality of your Sony tape, be sure to read these important instructions.

Ordering

We cannot accept orders without payment in advance. Because we must contract to provide copies of the ACCESS series to all interested library personnel, we must insure payment. We can assure you a delivery of the entire package within 6-8 weeks.

Attached is an order form to be filled out by you if you would like to purchase part or all of the ACCESS series. If you have any questions concerning the software or doubts about equipment necessary for viewing, please don't hesitate to call us. Our telephone number is 303-753-3478.

We hope you enjoy ACCESS!

COLORADO SEMINARY
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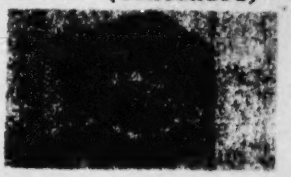
UNIVERSITY PARK • DENVER, COLORADO 80210
303-753-3478



GRADUATE SCHOOL OF LIBRARIANSHIP March 1976

Center for Communication and Information Research
113 Boettcher West

ACCESS ORDER INFORMATION AND FORM

ACCESS, a series of 16 videotapes produced by the University of Denver, is available to the public for a purchase price of $3,800. Additional complete sets are available for $1,250, only if ordered with the original set. Included with each package of 16 3/4-inch color cassette videotapes are 20 Study Guides. All materials may be duplicated for distribution within the state of purchase.

Although we did not originally plan to sell less than complete sets of ACCESS, in response to demand, individual tapes in the ACCESS series are now available at $260 each. One Study Guide will be included with each individual tape ordered.

Additional Study Guides are available at $1.25 each.

Monies accrued by the University, after dubbing, publishing and mailing costs, will be used to continue production, evaluation, and distribution of video programs with priority given to those having educational value for various levels of library personnel.

Evaluation forms are provided in the Study Guides. The staff at the Center for Communication and Information Research would appreciate any feedback that might assist our efforts to update and continue the series in new areas. If you would like to suggest topics for future production, please write us at the above address.

Please send me:

_____ complete original set of ACCESS at $3,800 totalling: _____

_____ duplicate sets of ACCESS at $1,250 totalling: _____

_____ extra Study Guides at $1.25 each totalling: _____

_____ individual ACCESS tapes at $260 each totalling: _____
(Please check appropriate topics on the following page if ordering individual tapes.)

I understand that delivery will take from 6-8 weeks.

I enclose payment for the entire purchase price totalling: _____
Please make checks payable to the University of Denver.

(continued on next page)

ACCESS ORDER INFORMATION AND FORM

For orders other than complete sets please check the appropriate topics below:

20 Minute Documentary Format Tapes:

___ Community Resource Files
___ Determining the Library User's Need
___ Oral History
___ Preschool Story Programs
___ Public Relations
___ Publicity
___ Science Questions Sometimes Are Issue Questions
___ Services for the Blind and Physically Handicapped
___ Services to Elementary-Age Children
___ State Libraries
___ Vertical File
___ Volunteers in the Library

40 Minute Panel Discussions:

___ Assessing Community Needs
___ Censorship
___ Public/School Library Cooperation
___ Where the Library Dollars Are

Ship to: _____

Title: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____

Authorized Signature: _____

Do Not Write Below

Customer Purchase Order Number _____ Date Rec'd. _____